# DOCUMENT RESUME

ED 195 780　　　　　　　　　　　　　　　　　CE 027 445

**TITLE** Adult Roles & Functions. Objective Based Evaluation System.

**INSTITUTION** West Virginia State Vocational Curriculum Lab., Cedar Lakes.

**SPONS AGENCY** West Virginia State Board of Education, Charleston. Div. of Vocational-Technical Education.; West Virginia Univ., Morgantown. Div. of Family Resources.

**PUB DATE** Aug 80

**NOTE** 458p.; Not available in paper copy due to thin, light print. For a related document see CE 027 446.

**AVAILABLE FROM** West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271 ($20.00, single copies only).

**EDRS PRICE** MF01 Plus Postage. PC Not Available from EDRS.

**DESCRIPTORS** Career Choice; Competence; *Competency Based Education; Consumer Education; Family Problems; *Family Relationship; Grade 11; Grade 12; High Schools; *Home Economics; Home Management; Housing; *Item Banks; Life Style; Nutrition; Objective Tests; Parenthood Education; Role Conflict; *Role Perception; Tests; *Values Education; Youth Problems

**ABSTRACT**

This book of objective-based test items is designed to be used with the Adult Roles and Functions curriculum for a non-laboratory home economic course for grades eleven and twelve. It contains item banks for each cognitive objective in the curriculum. In addition, there is a form for the table of specifications to be developed for each unit. This objective-based evaluation system is organized into two sections. The teachers' section provides a discussion of the evaluation process, definitions, directions for using the items, and a sample table of specifications. The second section contains collections of items for measuring each specific objective in the nine units of the curriculum (introduction, problems of teenagers, family relations, home management, housing, parenting, nutrition, consumer education, and careers). Test items are true-false, multiple choice, matching, and yes-no types. (KV)

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ED195780

# ADULT ROLES & FUNCTIONS

Objective Based Evaluation System

Developed by

Home Economics Educators of West Virginia

Through a project with
The Department of Family Resources
West Virginia University
Morgantown, West Virginia
26506

In cooperation with
The West Virginia Board of Education
Bureau of Vocational, Technical and Adult Education
Charleston, West Virginia
25305

August 1980

CE 027 445

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
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# PREFACE

It is with the greatest pleasure that we bring you the West Virginia developed Competency Based Curriculum entitled ADULT ROLES and FUNCTIONS. This material is designed for a nonlaboratory Home Economics Course for eleventh and twelth grades and was developed by Home Economics educators in West Virginia in cooperation with the Home Economics Department, Marshall University.

This curriculum was field tested by 29 Home Economics teachers in 1978-79 prior to its final development and printing in July 1979.

This material was disseminated to West Virginia vocational educators at the Annual Vocational Education Conference in August of 1979 at West Virginia University.

Additional copies of this curriculum are available from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
(Toll Free) 800-642-2670

I trust this material will help your program. Any suggestions you may have for improving this curriculum may be sent to our State Curriculum Lab. Through this feedback we plan to continually update our materials.

VOCATIONAL, TECHNICAL AND ADULT EDUCATION
Clarence E. Burdette
Clarence E. Burdette
Assistant State Superintendent of Schools

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TABLE OF SPECIFICATIONS AND ITEM BANKS: Each unit contains forms for developing a table of specification and a collection of items for measuring each specific objective.

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Careers....................C

This objective based evaluation system was developed under grants from the West Virginia Bureau of Vocational, Technical and Adult Education and the United States Office of Education. Funding was provided through Subpart 5, Section 150, Consumer and Homemaking Education; Vocational Educational Personnel Training; and West Virginia University. The project began June 1, 1979 and terminated June 30, 1980.

The persons listed on the following pages developed and fieldtested the evaluation system with the assistance of the Project Staff and Consultants.

## PROJECT STAFF

Sharon Smith Redick
Project Director
West Virginia University

Carla Long
Project Coordinator
West Virginia University

Sheila Jean Bradfield
Secretary and Graduate Assistant
West Virginia University

Marion Liddell
Teacher Educator
West Virginia University

C. Michael Loyd
Conducted Feasibility Study
Workshop Instructor
Home Economics Teacher
Sissonville High School
Sissonville, West Virginia

Yvonne Ferguson
State Supervisor - Home Economics
West Virginia Bureau of Vocational,
Technical and Adult Education
Charleston, West Virginia

Ron Redick
Curriculum Specialist
West Virginia University

## WORKSHOP CONSULTANTS

Alyce Fanslow
Evaluation Specialist
Iowa State University

Susan Weiss
Evaluation Specialist
Pennsylvania State University

## GRADUATE STUDENTS

Sarah Jane Gibbons
West Virginia University

Maryalis Portugal
West Virginia University

Cheryl Rihs
West Virginia University

Martie Lindsay
West Virginia University

## CONTRIBUTING HOME ECONOMICS EDUCATORS

Connie McSwain Blair
Eleanor Bland
Judy Boylan
June Bonnett
Cheryl Carpenter
Margaret Chafin
Virginia Conniff
Dixie Lee Copley
Colleen Coughlin
Betty Clyburn
Jean Cronin
Barbara Day
Mary Dean
Sandra Douglas
Margaret Effland
Cynthia Fazzini
Debbie Fields
Deborah Frederick
Tracy Gainer
Sandra Garrett
Deborah Gutshall
Diane Hanley
Anita Hardesty
Joyce Harmon
Mary Louise Hedrick
Sharon Jones
Janice Kincaid
Sue Lacy
Imogene Lett Leadmon
Martha Lindsay
Bernice Lomax
Carla Long
Mary Virginia Lowther
Carolyn McVicker
Charlene Moore
Betsy Morgan
Pamela Sue Morlan
Elsa Jane Murphy
Emily Mustachio
Carole Parsons
Martha Phillips
Betty Pitrolo
Cynthia Primovero
Helen Reynolds
Carolyn Rishardson
Betty Roberts
Christy Lee Rogers
Dawn Russell
Pat Scott
Gladys Sizemore
Tara Lacey Slowik
Sandra Talkington
Beth Lucas Thorne
June Veach
Barbara Wallace
Mary Kay Wallace
Robin White
Barbara Wilson
Kathleen Wilson

The Objective Based Evaluation System and the Adult Roles and Functions curriculum are available from:

Vocational Curriculum Laboratory
Cedar Lakes Conference Center
Ripley, West Virginia 25271
Toll Free No. 800-642-2670

# FORWARD

This objective based evaluation system is designed to accompany the Adult Roles and Functions curriculum. The system is comprised of item banks for each cognitive objective in the curriculum. In addition, there is a form for the table of specification to be developed for each unit.

The Adult Roles and Functions curriculum was developed in West Virginia by West Virginia home economics educators during 1977, 1978 and 1979. The curriculum is designed as a nonlaboratory course for juniors and seniors. The units include: Introduction, Careers, Consumer Education, Family Relations, Housing, Management, Nutrition, Problems of Teenagers and Parenting.

As teachers began to implement the curriculum it became apparent that testing devices would be helpful. However, it was discovered that teachers were indeed selecting from the curriculum that material which was most appropriate for their students, thus, a standard test to administer did not seem possible since it was not likely to meet the needs of every teacher.

The idea for the objective based evaluation system was conceived in the fall of 1978. The objective was to design a system that would be useful for each teacher regardless of which part or parts of the curriculum was taught. It was determined that an item bank would be developed for each cognitive objective in the Adult Roles and Functions curriculum. The items would be true and false, multiple choice and matching. The system would also include a table of specification chart that teachers could complete to design a valid test that accurately reflected their teaching.

C. Michael Loyd developed the system for the Family Relations unit in the fall of 1978 and fieldtested it in spring of 1979. Results of the study indicated that such a system would be helpful to teachers.

West Virginia University was then awarded a funded project to develop and fieldtest items for the units of Introduction, Consumer Education, Careers, Housing, Management, Nutrition, Parenting and Teenage Problems. The project which included a workshop, regional meetings, and fieldtesting as well as development of the system ran from May 1979 through June 1980.

During the last two weeks of June 1979 home economics teachers and graduate students participated in an evaluation workshop conducted at West Virginia University. The instructors for the workshop were Dr. Sharon Redick and C. Michael Loyd and they were assisted by two consultants, Dr. Alyce Fanslow, Iowa State University and Dr. Susan Weiss, Pennsylvania State University. The participants learned fundamentals of evaluation then divided into groups to develop the objective based evaluation system. The first step was to identify the level and domain of each objective. This became a difficult task in that the level of the objective is dependent upon exactly what is taught and how, thus, a thorough review of the curriculum and resources was required as well as interviewing teachers to discover how they taught the material. As a result of this extensive review the level and domain of the objectives were determined.

Because of the effort to match the items to the instruction as well as the objectives it is possible to find items within the system that do not exactly match specific objectives.

After each group had identified the domain and level of the objectives for the purposes of developing the evaluation system the other groups and workshop instructors validated their decisions. Ninety percent agreement was required before items were developed.

When the objectives had been validated each group then developed a minimum of ten test items for each objective. The participants worked closely with the curriculum materials to assure that the content of the item was appropriate. The items were then validated by all workshop members to determine if that test item measured the level and content of the objective.

During July and August the project staff edited the test items and developed additional items. In addition, table of specification charts were designed for each unit and directions for using the system were developed.

Early in September 1979 packets of evaluation materials were sent to home economics teachers in West Virginia for fieldtesting. For each Adult Roles and Functions unit teachers were asked to develop a table of specifications, develop a pre and post-test and administer these tests to students. Students responded to the tests on computer answer sheets and these sheets were returned for computer analysis. Data obtained for each set of tests included the mean and median scores; standard deviation; standard error of measurement; reliability (KR-20 and KR-21); discrimination index and the difficulty level. Based on the data the test items were retained, deleted or revised.

Approximately 500 students enrolled in Adult Roles and Functions classes in West Virginia responded to the tests designed by their teacher. Approximately 2000 computer sheets were analyzed.

## ACKNOWLEDGEMENTS

The Objective Based Evaluation System project staff wishes to thank the many persons who helped in making this system a reality. Special recognition must go to Carla Long, project coordinator, who successfully balanced a graduate program with the responsiblities of this project. Carla was the liaison between the project director, the fieldtest teachers, and the computer center. She prepared all materials for both fieldtesting and computer analysis as well as making final revisions based on the computer data. Without her willingness [illegible] go beyond the hours of a graduate assistantship this project could not have been completed within the time frame.

Sheila Jean Bradfield served as graduate assistant and typist for the project. Her perserverance is commendable as well as the cheerful manner in which she works. Graduate assistants Maryalis Portugal, Sarah Jane Gibbons, Martie Lindsay and Cheryl Rihs also helped at critical times when extra effort was needed.

The West Virginia Bureau of Vocational, Technical and Adult Education not only funded the project but also assisted in reviewing materials. Yvonne Ferguson, state supervisor of home economics, was a member of the project staff and provided much support and encouragement for the project.

C. Michael Loyd deserves special credit for developing the original system for the family relations unit and conducting the feasibility study. Mike also team taught the evaluation workshop where the item banks were developed.

Dr. Alyce Fanslow of Iowa State University and Dr. Susan Weiss of Pennsylvania State University served as consultants for the evaluation workshop. Their suggestions for validating and designing the system were most helpful.

We greatly appreciate the fieldtest teachers. This was a long project that required cooperation for one full year and the willingness to learn and become proficient in using a new evaluation system.

The workshop participants deserve special thanks for developing the system. The esprit de corps developed among the group was evidence of the stuggles and joy they shared.

Special thanks are due Dr. Ron Redick and Dr. Marian Liddell who served on the project staff. The support given by the faculty of the Department of Family Resources, West Virginia University is also appreciated. Special recognition goes to Mrs. Jane Tenney, Mrs. Louise Permar and Mrs. Beulah Barill who so willingly helped when help was needed.

Martha Lee Blankenship deserves special credit for master-minding the development of the Adult Roles and Functions curriculum and giving special assistance on this project. Her vision and willingness to work have contributed greatly to the advancement of home economics in West Virginia.

The development of the Adult Roles and Functions curriculum and the Objective Based Evaluation System were designed to ultimately improve the home economics instruction in West Virginia. It has had remarkable side effects. It has brought the home economics educators at all levels and from all agencies together to work toward a common goal. The final results have been friendship, pride, and professionalism as well as an Adult Roles and Functions curriculum and an Objective Based Evaluation System.

Sharon Smith Redick
Project Director

# TEACHERS' SECTION

# OBJECTIVE BASED EVALUATION SYSTEM

for the

ADULT ROLES AND FUNCTION CURRICULUM

West Virginia, 1980

# THE EVALUATION PROCESS

Evaluation plays an important role in many areas of the school program It contributes directly to the teaching-learning process used in class room instruction. It is useful in programmed instruction, curriculum development, accountability programs, marking and reporting, guidance and counseling, school administration and school research programs. However, for most teachers, the major purpose of evaluation is to assess the results of the learning process. But as the results of this evaluation are studied it is likely that ways of improving the instructional process will be discovered. To this end evaluation must be closely related to course objectives.

Only by identifying instructional objectives and stating them clearly in terms of specific behavior can we provide direction to the teaching process and set the stage for ready evaluation of learning outcomes. The final step in the instructional process is to determine the extent to which the instructional objectives have been achieved by students. This is accomplished through tests and other evaluation instruments specifically designed to measure the intended learning outcomes. Ideally, instructional objectives will clearly specify the desired changes in student behavior and the evaluation instruments will provide a relevant measure of that behavior. Matching evaluation instruments to instructional objectives is basic to effective classroom evaluation.

Properly used, this objective-based kind of evaluation can contribute directly to improved pupil learning by 1) clarifying the nature of the intended learning outcomes, 2) providing short-term goals to work toward, 3) providing feedback concerning the learning process, and 4) providing information for overcoming learning difficulties and for selecting future learning experiences.

Information from carefully developed evaluation techniques can also be used to evaluate and improve instruction. Such information can help in judging 1) the appropriateness and attainability of the instructional objectives, 2) usefulness of the instructional materials, and 3) the effectiveness of the instructional methods. Thus, evaluation procedures can contribute to improvements in the teaching-learning process itself, and contribute directly to improved pupil learning.

While most teachers would support the accuracy of the above statements they often lack the time and perhaps the skills to develop valid tests that can be used as evidence to make such judgements. When surveyed West Virginia teachers indicated they needed help in the evaluation process. More specifically they indicated that an evaluation system that was flexible, criterion referenced, provided meaningful results, and was not overly complicated or time consuming would be appreciated.

The purpose of the Objective Based Evaluation System is to help teachers develop valid instruments to measure student growth in relation to specific objectives from the Adult Roles and Functions curriculum.

# DEFINITIONS

| | |
|---|---|
| OBJECTIVE BASED EVALUATION SYSTEM: | The Objective Based Evaluation System is comprised of test item banks and table of specifications. This evaluation system is designed for use with the Adult Roles and Functions curriculum. |
| TEST ITEM BANKS: | A collection of test items designed to measure specific objectives from the Adult Roles and Function curriculum. |
| TABLE OF SPECIFICATIONS: | A two-way chart that relates the specific objective to the time spent on teaching that objective. It assists the teacher in developing a test that accurately reflects the emphasis given to each objective. |
| ADULT ROLES AND FUNCTIONS CURRICULUM: | A competency based curriculum designed as a one-year nonlaboratory home economics course for juniors and seniors. It was developed by West Virginia home economics educators and printed in 1979. It contains the following units: Introduction; Problems of Teenagers; Parenting; Nutrition; Housing; Home Management; Family Relations; Careers; and, Consumer Education. |

# OBJECTIVE BASED EVALUATION SYSTEM

## DIRECTIONS

Complete the following steps for each unit of study that is taught from the Adult Roles and Function curriculum. It is recommended that both a pre-test and post-test be given in order to more accurately measure a student's growth. The directions, therefore, are based on designing two tests.

A. After planning the unit of instruction based upon the Adult Roles and Function curriculum, construct a pre-test using a table of specifications and the item bank.

1. Select the unit of the curriculum to teach and review all of the suggestions for that unit.

2. Select from all of the possible objectives and learning activities those that are most appropriate for your students and the time available.

3. Find the sample copy of the table of specifications for the unit you are teaching in the evaluation materials preceding the item banks. You may want to duplicate this for future use.

4. Estimate, as best as possible, the total number of days you will spend teaching the cognitive objectives of this unit. Keep in mind that this evaluation system is designed for the cognitive domain. Record the total number of days you estimate you will spend on the cognitive objectives on the table of specifications in the block labeled "Total". (First column, bottom line.) One day of instruction will equal one normal class period.

5. Fill in the spaces in the "days of instruction" column with the number of days, to the nearest one-fourth day, that you plan to spend on each objective. (Note: It may be helpful to draw a line through those objectives you will not be teaching.)

6. Complete the percent of instructional days column. Divide the number of days to be spent on each objective by the total number of days to be spent on the unit. The results of these computations will indicate the percent of instructional days to be spent on each objective.

   Round the answers to the nearest whole number and record them in the appropriate spaces in the column. Compute the answers for all the objectives in this manner. (Note: Because the total percent must equal 100 you may need to slightly adjust the percent on the objectives.)

7. Determine the length of test you want to design and place this number in the box labeled, "Total #of ?'s". For example, if you want to give a 100 item test place 100 in the box, or if you want to give a 50 item test place that number in the box.

8. The percentages in the column % of instructional days" represent the percent of test items per objective that should be included on the test. If you plan to have 100 item test then use the percentage number to determine the number of items you need for each objective. For example, five percent would indicate five items should be selected for that objective. If you want to design a test with less than 100 items then reduce the number equally for each objective. For example, if you want to have a 50 item test select 50% of the number indicated. Compute this figure for each objective and place on the appropriate line. The total should equal the number in the box at the bottom of the column.

9. Using the numbers in the column labeled "#of ?'s per obj." select the number of test items needed for each objective.

10. Prepare the test.

11. Administer the test to students.

12. Use the information on the pre-test, that is total scores and scores for each objective, to make final plans for teaching the unit. If students score particularly high on items used to measure certain objectives you may want to reduce teaching time on that information; or if students scored very low on certain objectives you may want to increase teaching time.

13. Teach the unit. As close as possible, keep track of the actual time spent on each objective.

14. Complete a table of specification for the post-test. Follow steps five through eight with one exception. In step five and six use actual number of days rather than estimated number of days spent on the objective.

15. According to the table of specifications, select the number of test items needed for each objective. It is best to select those items that most clearly reflect your teaching and that were not used on the pre-test.

16. Prepare the post-test.

17. Administer the post-test to students.

18. Score the tests and use the information to grade students achievment and to plan for further teaching.

## SAMPLE TABLE OF SPECIFICATIONS

### CONSUMER EDUCATION

| Obj. #[1] | Level[2] | Days of Instruction[3] | % of Instructional Days[4] | # of ?'s per obj.[5] |
|---|---|---|---|---|
| 1.1 | K | 1 | .07 | 4 |
| 1.2 | C | 2 | .13 | 6 |
| 2.1 | App | 3 | .20 | 10 |
| 2.2 | App | | | |
| 3.1 | K | 1 | .07 | 4 |
| 3.2 | App | 3 | .20 | 10 |
| 3.3 | K | .5 | .03 | 1 |
| 4.1 | App | 1 | .07 | 4 |
| 5.1 | App | 1 | .07 | 4 |
| 6.1 | App | | | |
| 6.2 | C | | | |
| 6.3 | K | .5 | .03 | 1 |
| 7.1 | App | 2 | .13 | 6 |
| 7.2 | C | | | |
| 8.1 | K | | | |
| 8.2 | App | | | |
| | | Total 15 | Total 100% | Total # of ?'s 50 |

1. Column one identifies each objective in the unit by number.

2. Column two indicates the level of the cognitive objective.

K = Knowledge level
C = Comprehension level
App. = Application level or above

3. Column three indicates the day(s) of instruction spent on each objective.

4. Column four indicates the percent of instructional days spent on each objective. This number is derived by dividing the number of days spent on each objective by the total number of days spent on the unit.

5. Column five indicates the number of questions needed to design a balanced test. The number is derived by first determining the total number of items the test will have then multiplying that number by the percentage in column four.

## PREVIEW OF COMING ATTRACTIONS

As the Objective Based Evaluation System goes to press West Virginia home economics educators are already at work on the next phase. West Virginia University has been awarded funding to develop evaluation devices to measure the affective objectives in the Adult Roles and Functions curriculum. Preliminary work has been done on evaluation devices which are now in the first draft and will be revised for fieldtesting during the 1980-1981 school year. Plans call for the development of attitude tests for each unit of the Adult Roles and Functions curriculum and devices to measure each specific affective objective. If you have devices on hand or would be willing to develop devices or fieldtest materials please contact Sharon Redick, West Virginia University, Morgantown, West Virginia, 26506. (304) 293-3402.

| Obj. # | Level | Days of Instruction | % of Instructional Days | # of ?'s per obj. |
|---|---|---|---|---|
| 1.1 | K | | | |
| 2.1 | App | | | |
| 3.1 | K | | | |
| 4.2 | App | | | |
| 4.4 | K | | | |
| 5.1 | K | | | |
| 7.1 | C | | | |
| 7.2 | K | | | |
| 7.3 | K | | | |
| 7.4 | K | | | |
| 8.1 | C | | | |
| 8.2 | C | | | |
| 9.1 | App | | | |
| 9.2 | App | | | |
| 10.1 | App | | | |
| 10.2 | App | | | |
| 10,3 | App | | | |
| 11.1 | App | | | |
| 11.2 | App | | | |
| | | Total ______ | Total 100% | Total # of ?'s ______ |

## INTRODUCTION

Number 1.1

Objective: Given various situations of adult life, the learner will list the privileges and responsibilities of adulthood.

Domain: Cognitive　　　Level: Knowledge

Situation I

Sue is looking forward to her eighteenth birthday. The excitement of legally becoming an adult is heightened by her eligibility to vote. She plans to study candidates and their issues, so she will make a good choice on election day.

True-False

T-F 1. Voting is a privilege and responsibility of society.

T-F 2. Studying candidates and their issues before an election is a responsibility. (T)

T-F 3. Twenty is the age for assuming adult responsibilities. (F)

Situation II

Mike, age twenty, has just bought a new car. He must make the payments, pay the insurance, maintain the car, and still meet his other financial obligations.

True-False

T-F 4. Mike's age makes him legally responsible for his car payments. (T)

T-F 5. One responsibility of owning a car is to build a garage. (F)

Situation III

Dave and Beth, ages 22 and 23, have two children. They want to give them a good moral upbringing. They plan to achieve this by attending church and participating in church affairs.

True-False

T F 6. Dave and Beth have a responsibility to have children. (F)

T F 7. Dave and Beth have the responsibility of giving their children a good moral upbringing. (T)

Situation IV

Jim and Vicki plan to marry upon graduation from high school. Both of them want to attend college, but because of their finances, only one will be able to. They agree that Vicki should work to help put Jim through school. Jim plans to work part-time and summers to help with expenses.

True-False

T F 8. When a couple decides to marry, they **take on a** responsibility. (T)

T F 9. Vicki and Jim are responsible for their bills. (T)

T F 10. Attending college is a privilege for Jim. (T)

Place a P next to the phrase which describes a privilege and a R next to the phrase which describes a responsibility.

_____12. Paying the rent on time. (R)

_____13. Providing food, clothing, and shelter for your children. (R)

_____14. Buying a birthday present for your friend. (P)

Number 2.1

Objective: Given a group assignment, the learner will identify varied roles portrayed by each of several adults.

Domain: Cognitive    Level: Application and above

Situation I

Jim, age 35, has been married for 10 years and has three children. He and his family are active in community affairs In the past, his home life has been very happy. Recently he has experienced many conflicts in his job as an executive in a large corporation. Because of this, he decides to quit work and leave his family.

Multiple Choice

_____1. What is it called when Jim is both a father and a husband? (B)
  A. drudgery
  B. role
  C. experience
  D. task

_____2. Jim decides to quit his job and leave his family. Which roles will be most closely affected? (A)
  A. wage earner, husband, father
  B. husband and community worker
  C. home owner and husband
  D. executive and home owner

_____3. Jim's roles include: (D)
  A. father
  B. executive
  D. all of the above

Situation II

Mary and Joe, a happily married couple, have two children. Recently Joe lost his job. Mary took a job as a nurse. Joe agreed to stay home and assume the job of homemaker.

True-False

T F 4. Mary and Joe switched roles. (T)

Multiple Choice

_____5. Jim assumed the untraditional role of: (C)
- A. wage earner
- B. factory worker
- C. homemaker
- D. mother

_____6. Mary has the following roles: (B)
- A. wife, mother, homemaker
- B. wife, mother, wage earner
- C. wife, daughter, sister

Situation III

Bonnie recently lost her husband is a car accident. She soon found that she needed to return to work as a dental hygenist, for she had two children, Hank and Betsy, to support. Bonnie found the responsibility of owning a home too much of a burden, so she decided to move to an apartment.

True-False

T F 7. Bonnie assumed an additional role. (T)

T F 8. Bonnie found that she could continue her role of home owner. (F)

T F 9. Bonnie can no longer be a mother, because she has taken on the new role of wage earner. (F)

T F 10. Since he is the only male in the family, Hank must assume the role of father. (F)

Situation IV

Tom is an X-ray technician and Sue is a nurse at a local hospital. They just bought a new home and hope to soon start a family. When their first child is born, Sue plans to quit work so she can spend more time with the baby.

True-False

T F 11. Sue and Tom presently share the role of wage earner. (T)

T F 12. One of Tom's roles is that of spouse. (T)

T F 13. When their first child is born, Sue must give up her role of wife to become a mother. (F)

T F 14. Throughout their marriage, Tom and Sue's roles will remain the same. (F)

Number 3.1

Objective: The learner will list adult skills and processes essential to specific adult functions.

Domain: Cognitive Level: Knowledge

Situation I

Jane, the mother of four children, works as a legal secretary. She fulfills the functions of: promoting family well-being; providing food, shelter, and clothing; child rearing; and producing goods and services. She must have the skills of parenting, consumerism, nutritionist and an occupation to manage these roles.

Multiple Choice

_____1. Which of the following skills helps Jane to financially support her family? (B)
- A. parenting
- B. secretarial
- C. nutritional

_____2. Jane's function as a homemaker requires the skill of a (an) (A)
- A. consumer and nutritionist
- B. secretary
- C. occupation
- D. manager

_____3. Jane's ability to raise her children requires the skill of: (B)
- A. consumer
- B. parenting
- C. occupation
- D. human relations

Matching: From situation I, match the adult function to the skill required to fulfill that function.

| ADULT FUNCTIONS | SKILLS |
|---|---|
| _____4. balance the family budget (D) | A. occupation |
| _____5. provide healthy food (F) | B. human relations |
| | C. consumer |

| | | |
|---|---|---|
| ____6. | rear children;promote family well-being (E) | D. managerial |
| | | E. parenting |
| | | F. nutritionist |

Situation II

John is a single parent and works in a glass factory. These roles involve: providing food, shelter, and clothing; producing goods and services; child rearing; and promoting family well-being.

True-False

T F 7. John's roles require varied adult functions. (T)

T F 8. Raising his child is not considered one of John's adult functions. (F)

T F 9. Providing food, clothing, and shelter are among John's adult functions. (T)

Situation III

Alicia Jacks needed a new outfit for school. She and her mother went shopping for it. Mrs. Jacks knew that Alicia could use a jumper, which had plenty of room for her daughter's rapid growth. They found an attractive corduroy jumper which was reasonably priced. However, Alicia saw a frilly pink dress, with ruffles and lace, that she wanted. The dress cost twice as much as the jumper.

True-False

T F 10. Mrs. Jacks must use good communication skills to effectively convey her feelings to Alicia. (T)

T F 11. Alicia has the same skills as her mother for being a good consumer and manager of money. (F)

T F 12. Alicia has good buying skills. (F)

T F 13. Adults need consumer skills. (T)

## INTRODUCTION

Number 4.2

Objective: The learner will analyze the differences in the way he/she sees him/herself and the way others see him/her.

Domain: Cognitive Level: Application and above

Case Study: Read the following case study. Analyze the way Nancy views herself, as well as, the way each person involved in her life views her.

Nancy enjoys life and sees a worthwhile place for herself in it. Usually she feels able to cope well with her world. She is the star of the girls' basketball team. Ms. Chapman, her coach, values her as a player. She knows Nancy will perform to the best of her ability. Nancy's teammates and friends know they can depend on her. Nancy does not do well academically and often feels inferior in this respect. Mr. Marks, her English teacher, becomes upset about her themes. He continually tells her, "A mind, that can figure basketball strategy so well, should be able to write a simple theme". Nancy's parents have learned that it doesn't pay to nag her about her grades. They are proud of their daughter and support her interests.

True-False

T F 1. Nancy has a positive self concept. (T)

T F 2. Mr. Marks views Nancy as a competent student. (F)

T F 3. Nancy's parents see her as capable of making decisions. (T)

T F 4. Ms. Chapman sees Nancy as an unreliable basketball player. (F)

T F 5. Nancy sees herself as a good student. (F)

T F 6. Nancy's view of herself academically is similar to Mr. Marks's view of her. (T)

T F 7. Encouragement from family, friends and teachers will help Nancy maintain her positive self image. (T)

T F 8. Nancy's positive self concept may alter if she continues to feel academically inadequate. (T)

Multiple Choice

_____9. If your view of yourself, your view of how people see you, and in reality, peoples' impressions of you are similar, you: (C)
A. are mature
B. are conceited
C. have an integrated personality
D. have a body image

Case Study II

Rex Williams, a high school senior, was a happy, content individual. He was confident about life and his future as an engineer. Recently his parents told him that he was adopted as an infant. They felt he could deal well with this information. They explained how their love for him would always continue. After the news, Roger now has doubts about himself, his family, and the world in which he lives. His favorite teacher, Mr. Lawson, is concerned and called Rex's parents, because Rex has become quiet and distant in class.

True-False

T F 10. Rex has a positive self image. (F)

T F 11. Mr. Marks's view of Rex has changed. (T)

T F 12. Mr. and Mrs. Williams saw Rex as an immature person, unable to cope well with his world. (F)

T F 13. People may view themselves in different ways at different times in their lives. (T)

Number 4.4

Objective: The learner will identify factors that have helped his/her development as a person.

Domain: Cognitive Level: Knowledge

Multiple Choice

_____1. Which factor has the greatest influence on a young child's self concept? (A)
- A. parents
- B. educational achievements
- C. peer group
- D. scout leaders

_____2. Adolescents get the idea that they are worthwhile persons when they hear the following about themselves: (D)
- A. insults
- B. negative criticism
- C. sarcasm
- D. positive reinforcements

_____3. Teenagers feel the strongest need to be accepted by their: (C)
- A. employers
- B. teachers
- C. peers
- D. parents

True-False

T F 4. Close and satisfying relationships with people help a person's self concept to develop. (T)

T F 5. When people treat you with love, kindness and understanding, you develop a negative feeling about yourself. (F)

T F 6. Throughout adolescence, the peer group has the greatest influence on a person's development. (T)

T F 7. The family is the first influence on a person's development. (T)

T F 8. Constantly being reminded of our failures has a positive influence on our development. (F)

Case Study I again, Objective 4.2 (Introduction)

Identify negative and positive factors that influence Nancy's development as a person. Place a N for negative and a P for positive.

_____ 9. Nancy feels she can cope with the world. (P)

_____10. Nancy's experience in English class (N)

_____11. Nancy's relationship with her parents (P)

_____12. Ms. Chapman's feelings about Nancy's basketball ability (P)

_____13. Nancy's team performance as viewed by her peer group (P)

_____14. Nancy's concept of her ability as a student (N)

_____15. Mr. Marks's comments to Nancy about her English ability (N)

Read Case Study II again. Objective (Introduction)

Identify negative and positive factors that influenced Rex's development as a person. Place a N for negative and a P for positive.

_____16. Parental love (P)

_____17. Feelings of rejection (N)

_____18. Mr. Lawson's concern (P)

Number 5.1

Objective: Given case studies, the learner will identify values held in present society.

Domain: Cognitive Level: Knowledge

Matching:

| | |
|---|---|
| _____1. Pam believes each person should be treated in a dignified way. (A) | A. moral values |
| _____2. Peggy dresses in the latest fashions. (C) | B. aesthetic values |
| _____3. Barbara attends church regularly. (A) | C. material values |
| _____4. Sharon enjoys classical music. (B) | |
| _____5. Mike finds walking in the rain relaxing. (B) | |
| _____6. Joan believes that smoking is dangerous to one's health. (A) | |

Case Study

Bob is employed at a local college. He would like to complete work on his doctorate. To do this, however, he must leave his family and live in another state for a year. After much consideration, he decides to go to school.

Multiple Choice

_____7. What does Bob value most? (C)
- A. adventure
- B. money
- C. education
- D. work

True-False

T F 8. Your friend Robin says, "I'd give anything to have that car." You know she would not steal. Robin values honesty more than material items. (T)

T F 9. Cory says, "I value my education." During basketball season, he goes to all of the games instead of reading his required novels for English. Cory values education more than leisure time. (F)

T F 10. Toby studies during all of his breaks at school. He values being with his friends more than learning. (F)

T F 11. Pat spends most of her money on the latest fashions. She values being well dressed more than saving money. (T)

T F 12. Kim jogs every day and eats nutritious meals. She values her health. (T)

Number 7.1

Objective: The learner will define lifestyles, list components and explain how components make up a lifestyle.

Domain: Cognitive Level: Comprehension

Multiple Choice

_____1. Which of the following would not be included in a definition of lifestyle? (D)
- A. It is based on decisions, which are influenced by your family or living situation.
- B. It begins with who you are, your values, your emotional and physical needs, and your background and goals.
- C. It reflects your attitudes and values.
- D. It involves changing daily choices and personal beliefs every day of your life.

Place an A next to the words which are components of a lifestyle and a B next to the words which are not.

_____2. recreation (A)

_____3. friends (A)

_____4. occupation (A)

_____5. family size (A)

_____6. health (A)

_____7. **class rank in school (B)**

True-False

T F 8. Your lifestyle is independent of what you do with your free time. (F)

T F 9. Your lifestyle reflects your attitudes and values. (T)

T F 10. You should make your own decisions about your lifestyle. (T)

T F 11. Your future lifestyle may be influenced by decisions made today. (T)

T F 12. Habits are a part of your lifestyle that can be changed. (T)

T F 13. The work you choose will influence your lifestyle. (T)

T F 14. If you are a doctor, your lifestyle will include golfing on Wednesdays, a large home, and membership in private clubs. (F)

_____15. As a high school student, your decision to go to college or go straight to work after graduation will influence your lifestyle. (T)

_____16. Your religion will influence your lifestyle. (T)

_____17. Children always choose the same lifestyle as their parents. (F)

## INTRODUCTION

Number 7.2

Objective: The learner will describe factors that influence lifestyle choices.

Domain: Cognitive Level: Knowledge

Matching: Match the factor in Column A to the lifestyle in Column B

Column A: Factor

_____1. health (E)

_____2. recreation (D)

_____3. income (F)

_____4. housing (A)

_____5. occupation (C)

_____6. family (B)

Column B: Lifestyle

A. lives in a nice section of town

B. has 3 brothers and 3 sisters

C. wants to finish school and become a teacher

D. likes to make pottery and ceramics

E. jogs daily

F. saves a percentage of each pay check for a car.

Place an A next to the statements which describe factors that influence a lifestyle. Place a B next to those that do not influence a lifestyle.

_____ 8. "Now that I am 72, I prefer to walk rather than jog around the block." (A)

_____ 9. Sue's hair needs a permanent. (B)

_____10. "When the weather is nice, my friends and I play tennis after school." (A)

_____11. "When Mom wasn't working, we could never afford to go bowling." (A)

Multiple Choice

_____12. Which resources may affect your lifestyle? (D)
A. Natural Resources
B. Material Resources
C. Human Resources
D. All of the above

True-False

T F 13. Personal goals and values may influence one's lifestyle. (T)

Number 7.3

Objectives: Having identified a lifestyle, the learner will describe adult roles and functions associated with the lifestyle.

Domain: Cognitive Level: Knowledge

Lifestyle A

Dana and Diane are married and have one child, Dawn. Dana is a realtor. Diane worked as a secretary until Dawn was born. Now she stays at home and cares for the baby.

Multiple Choice

_____1. What is Dana's major role to his family? (D)
- A. relative
- B. neighbor
- C. friend
- D. wage earner

_____2. Dana and Diane share the role of: (A)
- A. parent
- B. relative
- C. neighbor
- D. friend

_____3. What is Dana and Diane's role to each other? (D)
- A. parent
- B. relative
- C. citizen
- D. spouse

_____4. Diane has all of the following roles except: (C)
- A. parent
- B. homemaker
- C. wage earner
- D. spouse

_____5. As a wage earner, Dana's major function is to : (B)
- A. set goals
- B. provide food, shelter and clothing
- C. provide a lasting relationship
- D. promote family well-being

Lifestyle B

Larry, who is young and single, is a pharmacist. He gets along well with everyone. He helps the lady next door by mowing her lawn. On weekends, he hunts and fishes with friends from work. He keeps up with politics and votes in every election.

True-False

T F 6. Larry's major role is that of spouse. (F)

Multiple Choice

_____7. Larry's adult roles include which of the following: (D)
A. citizen
B. wage earner
C. friend
D. all of the above

_____8. As a friend, Larry's major role is to: (C)
A. socialize with children
B. provide an income to pay his bills
C. promote lasting relationships
D. set goals for his future

Lifestyle C

Bob and Mary Haines retired last year as owners of their grocery store. They have no children to take over their business. They found they have plenty of time on their hands. Mary and Bob joined an activity center for senior citizens, where they can meet people their own age. Once a week, members from the center work as volunteers at a local orphanage. Bob and Mary enjoy helping the children and watching them grow.

True-False

T F 9. Bob Haines's major role is that of wage earner. (F)

T F 10. Retirement may influence a person's lifestyle. (T)

T F 11. Even though Bob and Mary are retired, a continued role in their lifestyle is that of husband and wife. (T)

T F 12. Bob and Mary's recreational activities include attending the senior citizen center and volunteering at the orphanage. (T)

Lifestyle D

Bob and Brenda are married and have two children. Bob works during the day at a local bank. Occasionally, he brings some work home to do. Brenda works evenings and weekends as a key punch operator. After school, the children go to Bob's sister's house. When Bob quits work , he picks up the children and they go home.

Multiple Choice

____13. Bob and Brenda share the role(s) of: (D)
A. parent
B. spouse
C. wage earner
D. all of the above

_____14. What is Bob's major role during the evenings? (B)
A. spouse
B. parent
C. wage earner

Number 7.4

Objective: Having chosen a lifestyle, the learner will identify advantages and disadvantages in relation to self, family and others.

Domain: Cognitive

Level: Knowledge

Case Study

Bill has been interested in football since he was 10 years old. Throughout high school, he was the quarterback for his team. He was offered a full football scholarship by the local university. He hopes to be able to play professional football after he graduates from college. For Bill, football means sportsmanship, health, recreation, and hard work. Football, to Bill's parents, means possible injuries and conflict with a college education.

True-False

T F 1. Bill believes football will help him maintain his health. (T)

T F 2. An advantage of Bill's interest in football is the full scholarship that he was offered. (T)

T F 3. A change of lifestyle from recreation to occupation may occur if Bill plays pro football after college. (T)

T F 4. One advantage, to playing college football, will be the time it takes away from Bill's education. (F)

T F 5. Bill and his parents share the same view of football. (F)

T F 6. Bill's parents believe that football may bring harm to their son. (T)

T F 7. One advantage, to playing professional football, is the salary that Bill would earn. (T)

T F 8. Playing professional football is an occupation which could last a lifetime. (F)

Case Study

Mary Barnes is married and has two school age children. Her husband, Bob, works as a sales clerk on weekdays. He wants to find a better paying job because his present salary isn't very good. Mary worked as a nurse before the children were born. Now that they are in school, Mary has lots of spare time. In fact, she has so much time that she often becomes bored. She enjoys nights and weekends, because her family is home then. She likes to hear Bob tell of incidents that happened during the day. She wishes that she had interesting things to tell him about her days. The family often goes camping on weekends, and Mary especially likes these times. Recently, a doctor called and asked Mary if she would be his nurse and work Mondays through Saturdays. Mary said yes.

When Mary returns to work, her lifestyle will change some. Her job will bring advantages and disadvantages to herself and family.

Place an A before each advantage and a D before each disadvantage.

_____ 9. Mary's salary. (A)

_____10. Mary will work on Saturdays. (D)

_____11. Interesting incidents may happen during the day at work. (A)

_____12. Mary will not have as much free time. (A)

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Number 8.1

Objective: Given a diagram of the communication process, the learner will explain each element of the process.

Domain: Cognitive Level: Comprehension

Multiple Choice

_____1. The person who transmits the message is the: (C)
- A. receiver
- B. messenger
- C. sender
- D. listener

_____2. The person who hears the message is the: (D)
- A. sender
- B. messenger
- C. listener
- D. receiver

_____3. Which of the following are examples of possible communication barriers? (D)
- A. noises
- B. age differences
- C. body language
- D. all of the above

____4. What is information sent either verbally or non-verbally? (D)
- A. gestures
- B. feedback
- C. barrier
- D. message

_____5. Which of the following is a means of verbal message? (A)
- A. writing
- B. facial expressions
- C. gestures
- D. body movements

_____6. When the receiver lets the sender know the message was transmitted and understood or misunderstood, the receiver has provided: (C)
- A. barriers
- B. feedback
- C. communication
- D. gestures

True-False

T F 7. Communication is the process of transmitting a message from a sender to a receiver. (T)

T F 8. Verbal messages are always spoken. (F)

T F 9. Before communication is complete, messages have to be sent and received. (T)

T F 10. Clear communication means that everyone agrees on ideas. (F)

Number 8.2

Objective: Given communication examples, the learner will classify as verbal and non-verbal.

Domain: Cognitive Level: Comprehension

Mark an "A" for verbal and a "B" for non-verbal communication.

_____1. shrug (B)

_____2. scold (A)

_____3. yell (A)

_____4. hug (B)

_____5. whisper (A)

_____6. wink (B)

_____7. smile (B)

Read the following dialogues and decide if the communication is verbal, non-verbal or no communication.

_____8. Mom: "Sally, hang up your clothes!"
Sally raises her eyebrows and walks away. Sally's communication is: (B)
A. verbal
B. non-verbal
C. combination of verbal and non-verbal
D. no communication

_____9. Jim: "Please turn that radio down!"
John with hands on hips, shouts, "No!"
John's communication is: (C)
A. verbal
B. non-verbal
C. combination of verbal and non-verbal
D. no communication

_____10. Dad: "I brought you a surprise, honey."
Child excitedly says, "I love you, daddy."
The child's communication is: (A)
A. verbal
B. non-verbal
C. combination of verbal and non-verbal
D. no communication

_____11. Linda invited Bobby for dinner. Bobby is deaf. When she comes to the door, Linda uses sign language to say, "Hello, Bobby. I'm glad you could come."
Linda's communication is: (B)
A. verbal
B. non-verbal
C. combination of verbal and non-verbal
D. no communication

_____12. An older sister points her finger to her little brother and says, "If you touch my records, I'll smack you!"
Her communication is: (C)
A. verbal
B. non-verbal
C. combination of verbal and non-verbal
D. no communication

Number 9.1

Objective: Given a list of goals, the learner will indicate which short-term ones hinder, lead to, or are independent of long range goals and justify the relationship.

Domain: Cognitive Level: Application and above

Situation I

Brian, a high school senior, has always dreamed of becoming a doctor. Since the age of 10, his hobbies have been chemistry and reading. This year, he attained his goal of becoming president of his high school science club. Recently, Brian passed his entrance test and was admitted into a college program that will prepare him for medical school. His parents are very supportive of his goals.

Multiple Choice

_____1. How will Brian's goal oriented activities and hobbies affect him attaining his goal of becoming a doctor?(B)
A. hinder
B. lead to
C. be independent of
D. be essential

_____2. Which of Brian's short term goals will help him achieve his long range goal? (B)
A. being a doctor
B. being admitted to college
C. having a hobby
D. being in a club

_____3. Brian's goals can be justified because: (C)
A. they are not similar
B. they are long range
C. they agree with one another
D. they have been his goals for a long time.

Situation II

Susan wants a new stereo very much. She loves music and dancing and plans to major in them in college. Her parents said she must save her money and purchase the stereo herself. Susan believes she needs some of her weekly allowance for movies and school lunch. She loves to spend her money, and therefore, she is very angry with her parents for making her save for the stereo.

_____4. What factor may most hinder Susan from obtaining her goal of a new stereo? (A)
A. She's a spend thrift.
B. She must save all the money herself.
C. She loves music and dancing.
D. She's angry with her parents.

_____5. What factor leads to Susan's goal of buying a new stereo? (B)
A. love of spending money
B. saving part of her weekly allowance
C. working for her allowance
D. going to the movies

_____6. What effect may Susan's love for spending money have on her goal? (D)
A. lead to
B. justify
C. help
D. hinder

_____7. Susan may justify her goals because: (C)
A. they are difficult to achieve
B. they are easy to obtain
C. they will help her purchase the much wanted stereo
D. they are for the future

Two list of goals, which are common to high school students, are given below. Connect List I to List II, with the word or phrase, which describes how the short range goal affects the long range goal.

A. leads to
B. hinders
C. independent of

List I — List II

8. having a savings account__________buying a car (A)

9. an "A" on a history test__________becoming a good student (A)

10. failure to graduate from high school__________college entrance (B)

11. going to a football game__________good use of leisure time (A)

12. getting engaged__________freedom to date other people (B)

13. going to college__________receiving a teaching degree (A)

14. winning a scholarship__________buying a stereo (C)

15. being editor of the college paper__________a career in journalism (A)

Number 9.2

Objective: Having identified short and long range goals, the learner will rank their present importance, project their future and state relationships between long and short range goals.

Domain: Cognitive Level: Application

Situation I

Larry and Janet, the parents of one child, are planning to have another. Janet is the chairman of the high school home economics department. Larry works for the power company and shows signs of advancement. They save monthly for their children's education, which is very important to Larry and Janet. They believe they can finish their mortgage after the children finish school.

Multiple Choice

_____1. What is Larry and Janet's most important goal? (C)
A. to pay their mortgage
B. to have another child
C. to pay for their children's education by saving
D. to go on a vacation

_____2. Which statement describes the relationship between Larry and Janet's short and long range goals? (A)
A. saving money to send their children to school
B. Janet's teaching position as the chairman of the home economics department
C. pay off their mortgage as soon as possible
D. buy a new car with their savings

True-False

T F 3. Larry and Janet have identified paying their mortgage and sending their children to school as short term goals. (F)

Situation II

Diane wants to become a nurse. Presently, she is a high school junior and is active in FNA. On weekends, she volunteers as a candy-striper at the local hospital. She plans to attend a local university where she will major in nursing.

Multiple Choice

_____4. Diane's activities can be ranked toward her long range goals. The order of these goals are: (D)
A. nurse, candy-striper, college senior
B. FNA President, nurse, junior in high school
C. junior in high school, candy-striper, nurse
D. junior in high school, FNA member, candy-striper, nursing school, graduate nurse

_____5. Diane's goals will lead her to becoming a: (B)
A. college student
B. nurse
C. FNA president
D. high school graduate

Situation III

Cliff is a junior in high school. For the last 6 months, he has worked every weekend at a men's clothing store. He has been saving money to buy his grandfather's car. He thought that he would have enough money saved in 2 more months. Recently. Cliff has noticed that money seems to pass quickly through his hands. He spends it on movies, snacks, and clothing from the store where he works. Last weekend, the store reduced their blue jeans to half price. Cliff bought three pairs of jeans and two shirts, which set his car savings back by 2 weeks. After realizing how much he wanted the car, Cliff decided to stop spending money on things he did not need and conscientiously save for the car.

True-False

T F 6. Cliff's clothes are his most important goal. (F)

T F 7. Cliff's short term goal is to stop spending money on non-essential items. (T)

T F 8. Cliff's long term goal is to buy his grandfather's car. (T)

T F 9. If Cliff stops spending money on non-essential things, he will then be able to buy his grandfather's car in 2½ months. (T)

## INTRODUCTION

Number 10.1

Objective: Given a short story describing decision situations, the learner will identify processes, rules and policies used.

Domain: Cognitive Level: Application and above

Case Study

Janet, a 16 year old, told her best friend, "Faults, that's all I have. Last year I was too fat. Now, I've lost weight, but I'm wrecking my health. This year I had acne, so my father sent me to a skin doctor. Now, my dad says I'm wrecking the family budget. Last year I couldn't get a date. Now, I'm going with a boy whom my parents think is too old. Everything I do is wrong!"

True-False

T F 1. Janet's values, concerning her selection of boy friends, differed from those of her family. (T)

T F 2. Janet appears to be making excuses for her life. (T)

T F 3. In making decisions, Janet selected two possibilities from among several. (F)

T F 4. Janet clearly justifies the purposes in helping her to make decisions. (F)

T F 5. Janet should understand that some important decisions, once made, will influence other decisions in the future. (T)

T F 6. Janet needs to learn that decision making is the first important skill she needs to develop for managing her life. (T)

T F 7. The case study implies that Janet's only option to her weight problem was to lose weight. (F)

Multiple Choice

_____8. Which of the three rules of decision making apply to Janet's bills from the skin doctor? (C)
A. economy rule
B. satisficing rule
C. maximizing rule

Case Study

John auditioned as a singer for a local rock band. He only wants to perform on weekends so his studies won't suffer. He needs to earn money so he can go to college. He has dreamed of being an engineer for a long time.

True-False

T F 9. John's short term goal will help him achieve his long range goal. (T)

T F 10. John's most important goal is to become an engineer. (T)

Case Study

Terry has always wanted to be a nurse. Now that she is a junior in high school, she is starting to make plans for her education. She has written to several colleges and universities to find out about their nursing programs. Terry is considering one program offered by a local community college. She would live at home and go to school for two years to earn an associate degree in nursing. It is moderately priced. Placement is not guaranteed.

A second program is offered by a hospital about fifty miles from her home. The hospital would pay for her housing and tuition, so the cost of the program would be very low. In exchange, Terry would have to work 30 hours per week at the hospital. The program lasts three years. Job placement is not guaranteed.

The third alternative is a university about 150 miles from home. The program is one of the best in the country. It is a four year program which includes field experiences at several well known hospitals. The program results in a bachelors degree. Tuition is very high, but the program guarantees placement in a job upon graduation.

True-False

T F 11. If Terry chose the third alternative, she would be using the maximizing rule. (T)

T F 12. The second alternative is an example of the economy rule. (T)

T F 13. Each of the alternatives meets Terry's goal of becoming a nurse. (T)

T F 14. Terry's decision now may influence other decisions she makes in the future. (T)

Number 10.2

Objective: Given a problem situation, the learner will describe how the decision would be made if each of the processes and rules of decision making were followed.

Domain: Cognitive Level: Application and above

Case Study

Bill is going to college, but the cost of staying in the dorm is very high. He wants to buy a used car, then he would be able to commute to college and still live at home, cutting down on his college expenses. He has been looking at cars in different dealerships and pricing them. He wants the best used one that he can afford because new cars are very expensive.

True-False

T F 1. Bill appraised the value of wanting a new car in relation to finding the best used car that he could afford. (T)

T F 2. When he realized the expenses involved, Bill changed his mind about living in the dorm. (T)

T F 3. In the maximizing rule, Bill had to look at all the alternatives and select the best solution, even if he had to use more resources. (T)

T F 4. Bill predicted he could save money by staying at home instead of living in the dorm. (T)

T F 5. Bill's desire to pursue a college education was of value to him. (T)

T F 6. Bill should have used the economy rule of decision making. (F)

T F 7. In making his decision to buy a car, Bill had no alternatives. (F)

T F 8. Bill computed the prices of a new car against the price of a used car. (T)

T F 9. Bill's long term goal was to obtain a college education. (T)

Case Study

Throughout high school, Susan has worked evenings and weekends at a local pharmacy. Although she has saved some money, she has spent most of her salary on clothing and other things she wanted. She and her parents always planned for her to go to college. However, now after looking at college costs, they are not sure they can afford it. The manager of the pharmacy offered Susan a full-time position doing clerical work for the store after graduation. After considering several alternatives, Susan decided to live at home, attend a local college and continue the same work schedule at the pharmacy, that she had during high school.

True-False

T F 10. Susan appraised the value of wanting a full-time income in relation to getting an education. (T)

T F 11. Accepting the full-time job at the pharmacy would have met all of Susan's values. (F)

T F 12. Susan used the economy rule, because she considered all of her alternatives and selected the best situation; even if more resources were used. (F)

INTRODUCTION

Number 10.3

Objectives: Given a specific condition, the learner will determine policies useful for making decisions.

Domain: Cognitive		Level: Application and above

Situation:

Dad: "You can't drive the family car until you're 17 years old."

Tom: "But I'll be 17 years old in November. I want to help with the driving on our annual family vacation this summer."

Dad: "I'm the breadwinner in this family and I'm the one who takes care of the car and makes the car payments."

Tom: "Yes; I know Dad, but I have to drive to work after school, so I can earn enough money to go to college."

True-False

T F 1. Tom and his dad shared the goal of having food and shelter for the family. (F)

T F 2. The case study implies that Tom's choice to further his education was a long term goal. (T)

T F 3. The trust between a father and son are neither important nor essential. (F)

T F 4. Working toward economic security is important to Tom's Dad. (T)

T F 5. Tom was disrespectful to his father's values. (F)

T F 6. Tom and his father had their own personalities. (T)

T F 7. **Tom showed loyalty to his dad and his family. (T)**

T F 8. Because of a difference in age, Tom and his dad had different outlooks on Tom's life. (T)

T F 9. Tom wanted to become more independent. (T)

Situation

Julie has been selected for the high school tour choir. Members have to have at least a B average, because they miss about 5 days of school throughout the year. Julie has been having problems with math and biology and is afraid she will get C's in both of them. If she does, she will be expelled from the choir. She has exams in both of them tomorrow. Her friend, Karen, calls to say that a movie they've both been waiting to see is in town, and she invites Julie to go with her. Julie decides to go to the movies and study when she gets home.

True-False

T F 10. Julie may discover, that if decisions are made without careful consideration, she may be unhappy about them later. (T)

T F 11. Julie demonstrated that going to the movie was more important at the time than staying in the choir or doing well in school. (T)

T F 12. The privilege of being in the choir is dependent upon the decision to be responsible for maintaining good grades. (T)

T F 13. Julie can depend on the choir director to change the rules so she won't be expelled from the choir. (F)

T F 14. Both Julie and Karen were concerned about Julie's grades and considered them in making the decision. (F)

## INTRODUCTION

Number 11.1

Objective: Given a situation in which decisions were made, the learner will identify ways the decisions were interelated.

Domain: Cognitive Level: Application and above

Situation:

Mother: "What are you doing playing your stereo instead of studying? Don't you remember what your principal and teachers said about your grades?"

Linda: "Yeah, I remember. I just always seem to pass all my subjects with a grade of D."

True-False

T F 1. Linda's grade of a D is an example of a decision by default. (F)

T F 2. When a decision is made to do something, unconsciously decisions are made on what not to do. (T)

T F 3. Linda's decision to play the stereo forced the decision of not to study. (T)

T F 4. Linda consciously decided not to study. (F)

T F 5. Each decision made in a given situation affects other decisions concerning the same situation. (T)

T F 6. Linda's decision to play the stereo affects decisions relating to grades. (T)

T F 7. Decisions can be based upon many factors including personal values and values and actions of others. (T)

T F 8. The actions of the principal and teachers affected Linda's decision to play the stereo. (F)

T F 9. The actions of Linda's mother indicate support for her decision to play the stereo. (F)

T F 10. If Linda fails her classes, her mother is at fault. (F)

T F 11. Playing records is more important to Linda than studying. (T)

T F 12. The case study implies that Linda apparently has no alternatives to her problem. (F)

T F 13. Linda's respect for her mother's values was clearly specified in the case study. (F)

T F 14. In general, the principal, Linda's teachers and her mother share the same values about education. (T)

Situation

On the evening of their senior prom, Bill asked Sue to marry him that summer. They have been going steady since their freshman year and everyone always assumed they would marry. Sue would like to wait a while, since her parents have agreed to pay for her to go to college as long as she is single. Both Sue and Bill plan to go to college, and Sue is not sure they can afford for both to go if they were married. Bill says that he is afraid they will grow away from each other if they don't get married now.

True-False

T F 15. If Sue and Bill get married now, they may not be able to afford to go to college. (T)

T F 16. Sue's parents have narrowed her alternatives. (T)

T F 17. Sue has no alternatives in the situation. (F)

T F 18. Bill's values are somewhat different than Sue's. (T)

T F 19. Generally, Bill, Sue and Sue's parents share the value of education. (T)

T F 20. Bill seems to have placed marriage as a higher priority than education. (T)

T F 21. Bill and Sue's parents have the same set of values. (F)

Number 11.2

Objective: Given goals, the learner will identify decisions that must be made to reach them and explain interrelationships among the decisions.

Domain: Cognitive Level: Application and above

Case Study

Donna is a 17 year old junior in high school. She has gone steady with Tom for two years. Last weekend he asked her to marry him this summer. In a month Tom will graduate, and in four months he will enter the armed service. Although Donna loves Tom, she has always wanted to graduate from high school and work some before getting married. She wants to save enough money to buy a new car. Tom said if Donna didn't marry him this summer, he would still enlist in the service, and he won't promise that their relationship will last.

True-False

T F 1. If Donna and Tom don't resolve their conflict, tension will result. (T)

T F 2. By making a rational decision, Donna could manage her life to bring her the satisfaction that she needs and wants. (T)

T F 3. Donna has no alternatives to her problems. (F)

T F 4. Tom specifically narrowed the choices for Donna in her decision making process. (T)

T F 5. Donna and Tom have a conflict of values. (T)

T F 6. If Donna decides to work before getting married, her relationship with Tom may be affected. (T)

T F 7. Three of the most important decisions a person will make in a lifetime are: the philosophy of life one chooses to live by; the work one chooses to do; and the person one chooses to marry. (T)

T F 8. Tom's decision to marry in the summer will affect Donna's goal of employment after graduation. (T)

T F 9. Donna's goal of employment upon graduation will be affected by her decision on marriage to Tom. (T)

T F 10. Tom's decision will have no affect on the decisions Donna makes for her life after graduation. (F)

T F 11. If Donna decides to marry Tom in the summer, the decision will hinder her goal of buying a car. (T)

T F 12. If Donna decides to work after graduation, the decision will facilitate her goal of owning a new car. (T)

## TEENAGE PROBLEMS

| Obj. # | Level | Days of Instruction | % of Instructional Days | # of ?'s per obj. |
|---|---|---|---|---|
| 1.1 | C | | | |
| 2.1 | K | | | |
| 2.2 | App | | | |
| 3.1 | App | | | |
| 3.2 | App | | | |
| 4.1 | App. | | | |
| 5.1 | App | | | |
| | | Total ______ | Total 100% | Total # of ?'s ______ |

# PROBLEMS OF TEENAGERS

Number 1.1

Objective: Given a list of teenage activities that are viewed as problems by society, the learner will suggest reasons that these activities are considered problems.

Domain: Cognitive                    Level: Comprehension

Situation I

Jenny is a high school senior who wants to be accepted by her peers. They dare her to take a pen from a local department store and she does. She continues to take small items and never gets caught. Now she decides to take a watch, even though she owns a good one.

Multiple Choice

_____1. Jenny's activity is a problem because: (B)
A. She already owns a watch.
B. She is a menace to society.
C. She's good at shoplifting.
D. Her peers may still not accept her.

Situation II

Kim frequently smokes marijuana. She has read that it leads to hard drugs, but she doesn't believe it. To cope with life, she begins to smoke more. Also, she takes a few pills. She feels that she isn't hurting anyone. She often gets in trouble now, both at home and at school.

Multiple Choice

_____2. Kim's activity is seen as a problem because: (B)
A. She's a chain smoker.
B. She is often in trouble
C. She needs money.
D. She likes to smoke.

_____3. Which of the following promotes the biggest problem for Kim? (C)
A. Low grades
B. Trouble at school
C. Drug abuse

MATCHING

Match the teenage activity to the reason it is considered a problem by society. Place the correct letter from the right hand column in the blank on the left.

_____4. Reckless driving (A)

_____5. Alcohol abuse (D)

_____6. Running away (F)

_____7. Shoplifting (B)

_____8. Premarital sex (E)

_____9. Dropping out of school (C)

A. May kill or injure someone

B. Increases consumer costs

C. More people without jobs

D. Increases family abuse

E. Unwanted pregnancies

F. Increases deliquency

True-False

T F 10. The use of large portions of alcohol by youths leads to heavy drinking in adulthood. (T)

T F 11. Alcohol abuse is a factor in 1/3 of all suicides and 1/2 of all homicides. (T)

T F 12. Untreated gonorrhea can cause sterility in females but not in males. (F)

T F 13. If a mother has syphillis, her unborn child may develop it. (T)

T F 14. Heavy drinking removes inhibitions, which can lead to problems such as quarreling and unplanned sex. (T)

T F 15. Most teenage pregnancies occur because couples had intercourse without using birth control. (T)

T F 16. Venereal disease cannot be transmitted through intercourse from one person to another. (F)

Multiple Choice

_____17. If untreated, late syphillis can cause (E)
- A. crippling
- B. blindness
- C. insanity
- D. death
- E. all of the above

# PROBLEMS OF TEENAGERS

Number 2.1

Objective: The learner will list and explain factors that motivate teenagers to engage in activities that are considered to be harmful by society.

Domain: Cognitive Level: Knowledge

True-False

T F 1. Social pressures may cause teenagers to begin drinking. (T)

T F 2. If parents smoke, the children are less likely to smoke. (F)

T F 3. The main motive for shoplifting is need. (F)

T F 4. The pressure to get good grades prompts people to cheat. (T)

T F 5. Running away from home solves your family problems. (F)

T F 6. Dares from friends can cause people to take risks that they normally wouldn't. (T)

T F 7. Teenage drinking is most closely linked to parental and peer influences. (T)

T F 8. Television commercials often motivate teenagers to smoke. (F)

T F 9. If a teenager's best friend smokes, he/she is more likely to smoke. (T)

T F 10. Some teenagers try sex to improve negative self concepts. (T)

Matching

| | |
|---|---|
| _____11. "All my friends do it." (B) | A. Escape |
| _____12. "I use it as a way out." (A) | B. Peer Pressure |
| _____13. "Helps me forget my problems." | C. Boredom |
| _____14. "I have nothing better to do." (C) | |

____15. Heavy solitary drinkers use alcohol for all of the following reasons except: (C)
A. To gain oblivion
B. To fall into a deep sleep
C. To reduce their self restraints
D. To pass out

____16. Teenage boys often associate smoking with all of the following except: (D)
A. Adult status
B. Independence
C. Toughness
D. Educational success

## TEENAGE PROBLEMS

Number 2.2

Objective: Given a series of case studies concerning problem activities, the learner will analyze each in relation to motivation.

Domain: Cognitive Level: Application and above

Case Study I

Kelly is an eighteen year old girl. She began drinking at the age of twelve to be part of the crowd.

_____1. Kelly began drinking because she needed: (B)
- A. Attention
- B. Acceptance
- C. Escape

Case Study II

Mike, age sixteen, ran away from home. He felt his parents expected too much from him. They always wanted to know where he was going; who he was going with; and when he would be home.

_____2. Mike's motivation to leave home was to gain: (D)
- A. Revenge
- B. Attention
- C. Acceptance
- D. Independence

Case Study III

Joyce threatens suicide whenever she becomes lonely or depressed. Her friends are employed after school, but Joyce could not find a job. Her friends don't have as much time to spend with her as they used to have.

T.F. 3. Joyce's suicide threats indicate her need for attention. (T)

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Case Study IV

In a dare from his friends, Chad broke into a neighbor's home.

_____4. Chad's main motivation for breaking into the home was to gain: (A)
- A. Acceptance
- B. Revenge
- C. Excitement
- D. Attention

Case Study V

In the drugstore, Jo admired some perfume. Brad likes to give Jo what she wants. In fact, he would do almost anything for her. He didn't have enough money for the perfume, so he shoplifted it.

_____5. Brad shoplifted the perfume because he wanted to: (C)
- A. Impress Jo
- B. Influence Jo
- C. Please Jo

Case Study VI

Karen wanted to lose weight before the big dance, but she had never had much success at weight loss. A friend offered her some diet pills. Although she had reservations about taking them, she finally did.

T F 6. Losing wieght was the factor that motivated Karen to take the pills. (T)

T F 7. Friends are reliable sources for obtaining information on medicine. (F)

Case Study VIII

Jenny went to the dance with Steve, a boy she really liked. Her parents wanted her to be home by 11:30. When the dance ended at 11:15, Steve asked Jenny to go with him to get a hamburger. He said he was hungry. Jenny agreed to go. As they drove off, she thought how much she would like to go out with Steve again.

_____8. Jenny's decision to go for a hamburger was based on her: (A)
- A. Feelings for Steve
- B. Need for a snack
- C. Need for independence from her parents
- D. Fear of going home alone

Case Study IX

Lynn, a high school senior, just found out that she is pregnant. Her boy friend Dave, plans to be an accountant when he graduates from college in two years. They planned to get married when Dave secured a job. When Lynn told Dave the news, he asked her to marry him.

_____ 9. Under these circumstances, what could Dave's reasons be for wanting to marry Lynn? (D)

A. Lynn is carrying his baby.
B. He believes it is his responsibility.
C. He loves Lynn.
D. All of the above

_____ 10. Under these circumstances, what could Lynn's reasons be for wanting to marry Dave? (D)

A. Security in the future
B. Love for Dave
C. The child would have a father
D. All of the above

Case Study X

Jenny wants to be part of a popular group at school. One day she saw the group looking at some watches in a department store. She stopped to look, too, and admired a gold one in particular. The group dared her to steal it and she did.

_____ 11. What motivated Jenny to shoplift? (A)

A. Acceptance
B. Need
C. Adventure
D. Attention

Case Study XI

Jenny is a 17 year old high school student. She can't wait until her eighteenth birthday, because she will legally be an adult then. She thinks that her parents treat her like a child. She wishes she could change their image of her. Two weeks ago she borrowed a cigarette from her best friend, Jackie. Jenny has been smoking steadily since then. Both of her parents smoke.

_____ 12. What factor(s) might have motivated Jenny to begin smoking? (C)

A. She believed that smoking represented adult status.
B. Jackie smoked.
C. Both A & B

_____13. Which factor probably had the least influence on Jenny's decision to smoke? (A)
A. Jenny's parents smoked.
B. Jenny wanted to gain adult status.
D. Jackie smoked.

T F 14. If Jenny becomes aware of the hazards of smoking, she will probably quit. (F)

T F 15. One factor, that probably led Jenny to smoke, was her association of smoking with adult status. (T)

Number 3.1

Objective: Given a value situation, the learner will identify competing values in the situation and propose a solution.

Domain: Cognitive Level: Application and above

Situation I

Jay spends a good deal of time playing football. He isn't particularly interested in school work. Last marking period, his grades dropped. One day, he would like to be an accountant. It is important to have good grades for this profession. Jay's father expects him to be a builder like himself.

_____1. Which of the following solutions will help Jay meet his goal? (D)
- A. Select another sport, rather than football, to pursue
- B. Go to work as a builder
- C. Select a profession where grades are not important
- D. Work on improving his grades

Situation II

Barbara and Jody went shopping one Saturday. Jody noticed that a young girl picked up a ring and put it on her finger. Then she headed for the door without paying for it.

_____2. What would be the most responsible action for Jody to take? (C)
- A. Pretend she didn't see anything
- B. Call home and ask her parents what to do
- C. Tell a salesperson what she saw
- D. Tell Barbara what she saw.

Situation III

Mark was visiting in the home of his best friend,Joe. He saw Joe steal money from his mother's purse.

_____3. What should Mark do? (B)
- A. Ignore the incident
- B. Talk to Joe about the incident
- C. Tell his parents what he saw
- D. Tell Joe's mother what happened

Which of the following situations contain competing values? Place an "X" before those that are competing.

_____4. Larry and Jim take drugs.

_____5. Bob argues with his mother about drinking. (X)

_____6. Sometimes Mary goes to early church. Sometimes she goes to late church.

_____7. John and his teacher disagree about smoking marijuana. (X)

_____8. Sally believes abortion is wrong.

Situation IV

Susie ordered a blouse through a mail order house. After wearing the blouse once, she decided that the sleeves were too tight.

_____9. Which of the following is a value related problem that Susie has to consider? (A)
A. Is it proper to return clothing that has been worn once?
B. Is it possible to return goods purchased through the mail?
C. Did the mail order company send the wrong size?
D. How long has it been since the blouse was received?

Situation V

Fred saved $10.00 a week for a jacket which cost $39.99. When he had the money, he went to the store. He tried the jacket on for fit and checked the construction. Also, he checked the price to make sure it was still the same and it was. The salesman wrote the sale up as $29.99. Fred knew a mistake had been made. He also remembered how long and hard he worked to save up the money.

10. What should Fred do? (B)
A. Pay the 29.99
B. Ask the salesman to check the price again
C. Assume the store is having a sale
D. Pay the 29.99, but buy an additional item which cost about 10.00

Situation VI

Jan, a high school senior, is invited to spend the night with a guy. Although she loves him very much, she believes that pre marital sex is wrong.

_____11. What should Jan do? (C)
A. Tell the guy that she'll be out of town that night.
B. Spend the night with him, because she loves him.
C. Tell the guy that she isn't in the mood that night.
D. Tell the guy that she believes it is wrong.

Situation VII

Several of Linda's friends gathered at Leslie's house for a pizza party. Leslie's parents were out of town, so she raided beer from the refrigerator. Linda felt uncomfortable because she didn't drink.

T F 12. A competing value in this situation is Linda's desire to be with her friends and her personal choice not to drink. (T)

_____13. What should Linda do? (B)
A. Go home immediately and tell her parents what happened.
B. Visit with her friends awhile and then go home.
C. Lecture her friends about the effects of alcohol
D. Visit with her friends and drink part of a beer.

## PROBLEMS OF TEENAGERS

Number 3.2

Objective: Given a case study that involves a value situation the learner will clarify that set of values and what he/she has learned about his/her own values.

Domain: Cognitive Level: Application and above

Case Study

Good grades are important to Betty, because she wants to go to college and become a doctor. Betty's best friend, Mary, is very athletic and is in every sport at school. Mary didn't study for her final exam in English. She asked Betty, who had taken the exam earlier in the day, to tell her what was on the exam. Betty refused to do so. Mary vowed she would never speak to Betty again. As far as she was concerned, their friendship had ended.

True-False

_____1. Mary and Betty possess the same values. (F)

_____2. Mary's values may change over time. (T)

_____3. Betty's value was a guide for her life, and she chose it freely. (T)

_____4. Because Betty prized her values, it meant she had a negative quality for herself. (F)

_____5. Betty's values were inherited from her parents. (F)

_____6. Betty's grades were of aesthetic value to her. (F)

_____7. Betty's values were learned. (T)

_____8. Betty learned that what she valued could be an important step in building a strong self concept. (T)

_____9. Betty should change her "old fashioned" values, so that she can live effectively in today's world. (F)

_____10. The value indicator, for Betty, was to refuse to tell Mary the contents of the exam. (T)

_____11. What does Mary value most? (B)
A. school work
B. athletics
C. Betty's friendship

Place a B before the things Betty valued highly and a M before those that Mary valued.

_____12. honesty (B)

_____13. school work (B)

_____14. athletics (M)

## PROBLEMS OF TEENAGERS

Number 4.1

Objective: Having used inquiry to discover additional information about the activities that society considers harmful, the learner will share findings and conclusions with others.

Domain: Cognitive  Level: Application and above

Case Study

After Joe's girl friend was killed in a car accident, 1) the doctor gave him some pills to keep him calm and help him sleep. 2) He took four pills a day just as the doctor prescribed. Joe discovered that he could block out many events that upset him by 3) taking five pills daily. He then 4) needed to double the amount prescribed, before he could sleep or face a stressful event. Soon Joe needed the prescription renewed. The doctor asked Joe how many pills he took daily. Joe hesitated, but finally admitted that he took double the prescribed amount.

____1. Which underlined statement indicates that Joe abused drugs? (D)
A. 1
B. 2
C. 3
D. 4

____2. Which underlined statement indicates that Joe was using drugs ? (B)
A. 1
B. 2
C. 3
D. 4

____3. Which underlined statement indicates that Joe was misusing drugs? (C)
A. 1
B. 2
C. 3
D. 4

Case Study

Janice drinks alcohol at parties. After two drinks, she laughs and is happy. If she has additional drinks, she becomes sleepy and depressed.

_____4. This happens because alcohol is a: (C)
- A. Stimulant
- B. Controled substance
- C. Depressant
- D. Hallucinogen

Case Study

Barbara brags that she feels more alert after smoking marijuana at parties. She always insists upon driving herself home as well as her friends.

_____5. As Barbara's best friend, you could most help her by: (D)
- A. Riding home with someone else
- B. Letting her drive the two of you home
- C. Calling your parents and asking what to do
- D. Insisting that you drive the two of you home

Case Study

On the way to the store, Jo saw some perfume in a store window. She told her boy friend, Brad, that she would love to have some. Brad loves to give Jo the things she wants. Since he didn't have enough money for the perfume, he shoplifted it. Jo found out where the gift came from.

T F 6. Jo should suggest that Brad return the perfume to the store. (T)

Case Study

Your friend confides in you that her boy friend wants her to become sexually involved with him. She doesn't know what to do.

_____7. What would your best response to her be? (B)
- A. "If you love him, you should become involved."
- B. "Take responsibility for your actions."
- C. "Keep making excuses to him until you want involvement."

Case Study

Bonnie has dated Chuck for 2 years. He has begun selling drugs. Even though she doesn't use drugs, Bonnie could be an accessory if Chuck got caught.

_____8. The most responsible action for Bonnie to take is to: (B)
- A. Start using drugs
- B. Break up with Chuck
- C. Take the chance of being involved

Case Study

Some of Chad's friends dared him to break into the neighbor's home while they were on vacation. He acted as if he would do it.

_____9. As Chad's friend, what should you do? (D)
- A. Go along with the gang
- B. Alert the police
- C. Offer to go with Chad
- D. Suggest that Chad go home with you

Case Study

When Sharon's friend Jean becomes depressed, she threatens to commit suicide. Lately, Sharon is concerned because the threats are more frequent.

T F 10. Sharon should encourage Jean to seek counseling. (T)

Case Study

Sheryl's girl friend, Beth, was considering running away from home. Beth couldn't stand her parents constantly telling her what to do.

_____11. What would be the best advice Sheryl could give her friend? (B)
- A. "Go ahead and run away."
- B. "Leaving home won't solve your problems."
- C. "Running away is stupid."
- D. "The best way to solve your problems is to go away for awhile."

Case Study

Sharon is riding in her boy friend's car when he is stopped by a friend and challenged to a race.

_____12. Sharon should: (B)
- A. remain in the car for the race
- B. ask him to take her home first
- C. offer to call the start of the race
- D. ask to be let out of the car until the race is over

Case Study

Judy's friends ask her to steal liquor from her parents liquor chest.

_____13. What should Jody do? (C)
- A. Take a bottle that wouldn't be missed
- B. Say she can't find the key to the chest
- C. Tell her friends it is wrong to steal
- D. Ask her friends to help her get the liquor

## PROBLEMS OF TEENAGERS

Number 5.1

Objective: Given a problem situation facing teenagers, the learner will use the decision making process to make the decision.

Domain: Cognitive Level: Application and above

Case Study

Sue is twelve years old and an eighth grader. She likes Tommy, a seventeen year old junior, very much. Sue's parents won't let her date until her sixteenth birthday. All of Sue's friends date. She is afraid that she will loose Tommy if she doesn't go out with him.

True-False

T F 1. Sue's parent's decision was based on their values. (T)

T F 2. Sue's parents decisions were made within a framework of values, goals, standards, resources and their priorities. (T)

T F 3. If Sue doesn't date Tommy, she will reinforce her parents trust in her. (T)

T F 4. Sue has no alternatives to her problems. (F)

Multiple Choice

_____5. If Sue dates Tommy, she'll: (C)
- A. Be more popular among her friends
- B. Become mature
- C. Lose her parent's trust

_____6. Sue's prime goal was to: (B)
   A. Obey her parents
   B. Date Tommy
   C. Do what her friends were doing
   D. Be treated like an adult by her parents

_____7. In the decision making process, Sue should first: (C)
   A. Gather information
   B. Evaluate the problem
   C. Identify the problem
   D. List alternatives

True-False

T F 7. Before making a decision, Sue should review all the alternatives to her problem and their consequences. (T)

Rank the steps in the order that Sue should take them in the decision making process.

_____8. Think about her options. (3)

_____9. Identify her choices or options. (2)

_____10. Take responsibility for her decision. (5)

_____11. Determine her problem. (1)

_____12. Make her choice. (4)

## Resources

Ryder, Verdene. *Contemporary Living*.

Sassi, Connie R. *Person to Person*.

FAMILY RELATIONS

| Obj. # | Level | Days of Instruction | % of Instructional Days | # of ?'s per obj. |
|---|---|---|---|---|
| 1.1 | App | | | |
| 1.2 | K | | | |
| 2.1 | App | | | |
| 3.1 | C | | | |
| 4.1 | K | | | |
| 4.2 | App | | | |
| 5.2 | App | | | |
| 6.1 | K | | | |
| 6.2 | App | | | |
| 7.2 | App | | | |
| 7.3 | App | | | |
| 8.1 | K | | | |
| 8.2 | C | | | |
| 8.3 | App | | | |
| 9.1 | App | | | |
| | | Total ______ | Total 100% | Total # of ?'s ______ |

Obj. 1.1 The learner will write a definition of the family as defined by society today and compare with other definitions.

Level: Application or above

1. The word "family" is defined in many ways. The best definition of "family" for counting the number of families in your community is:
   a) a male with a wife and/or children dependent upon him.
   b) two or more persons living in the same household who are related by blood, marriage, or adoption.
   c) a group of interdependent persons who share common values, goals, resources and responsibility for decisions.
   d) the basic unit of society, made up of two or more adults who care for and rear their own or adopted children.

Answer: b (Note: d excludes single parent families.)

2. The set of phrases which best describes a "family" in our society today is
   a) a household; persons are related by blood, marriage, or adoption; made up of two or more adults and children.
   b) a unit; persons living in the same house; persons usually have commitments to one another over time.
   c) a unit; persons related by blood, marriage, or adoption; persons usually have commitments to one another over time.
   d) a household; persons related by blood or marriage; made up of at least one adult and children.

Answer: c

(Information to be used with test items 3-9)

Select the definition of "family" which most nearly describes your own definition of "family". Your answer will not be graded.

a) A family is a unit of intimate and interdependent persons who share common values and goals, resources, responsibility for decisions, and have commitment to one another over time.
b) A family is primarily a unit of society for bearing, teaching, loving, and building the personalities of children.
c) A family is made up of a household head and one or more other persons living in the same household who are related by blood, marriage, or adoption.

Below are statement(s) about the definition of "family".
Write "C" if the statement is correct for the definition you have selected.
Write "NC" if the statement is not correct for the definition you have selected.
Your answers will be graded.

3. Emotional relationships must be considered when defining "family".
Answer: def. a) C; def. b) C; def. c) NC

4. Persons must be related by blood, marriage or adoption in order to be a "family".
Answer: def. a) NC; def. b) NC; def. c) C

5. Persons do not have to live in the same household in order to be a "family".
Answer: def. a) C; def. b) C; def. c) NC

6. A "family" is best defined by stating the purpose of the family.
Answer: def. a) NC; def. b) C; def. c) NC

7. The children of a "family" are of greatest importance.
Answer: def. a) NC; def. b) C; def. c) NC

8. A "family" is best defined by identifying who is included as a member.
Answer: def. a) NC; def. b) NC; def. c) C

9. Using the definition I selected, it is possible to count the number of families in my community.
Answer: def. a) NC; def. b) NC; def. c) C

(Information to be used with test items 10-12)
Below are three definitions of "family".

a) A family is a unit of intimate and interdependent persons who share common values and goals, resources, responsibility for decisions, and have commitment to one another over time.
b) A family is primarily a unit of society for bearing, teaching, loving, and building the personalities of children.
c) A family is made up of a household head and one or more other persons living in the same household who are related by blood, marriage, or adoption.

10. A census person has come to your home to count the members in your family. It is discovered that your parents are supporting an orphaned boy until he can complete his education. Although he does not live with the family and holds quite different goals and values, the census person includes the boy in the family. Which definition of "family" was the census person using?

Answer: b

11. Martha has been caught smoking by her parents. Her father, who thinks smoking is disgusting, disowns her and tells her she is no longer part of the family. Her mother is upset, but wants to help her. She gives Martha some information about smoking from the American Cancer Society.

The father's definition of "family" is most similar to definition _____.

Answer: a

12. (Use case study given in test item 11.)

The mother's definition of "family" is most similar to definition _____.

Answer: b

Obj. 1.2 Given family descriptions, the student will identify the type of family.
Level: Knowledge

1. What type of family consists of parents, children, and related relatives?
   a) nuclear b) blended c) commune d) extended

Answer: d

2. What type of family consists of parents and children sharing the same household?
   a) nuclear b) blended c) commune d) extended

Answer: a

3. What type of family is brought together through remarriage?
   a) nuclear b) blended c) commune d) extended

Answer: b

4. What type of family has only one parent?
   a) nuclear b) blended c) commune d) single-parent

Answer: d

5. What is it called when families live in an arrangement supportive of group sharing?
   a) nuclear b) blended c) commune d) extended

Answer: c

6. True-False: Grandparents are part of the nuclear family.

Answer: F

7. True-False: One nuclear family can be a part of one or more extended families.

Answer: T

8. True-False: Single-parent families are best described as extended families.

Answer: F

9. True-False: A group of non-related persons is an example of a blended family.

Answer: F

10. A man living with his wife, two children, and mother-in-law is an example of
a) a nuclear family. b) a single parent family. c) a commune.
d) an extended family.

Answer: d

11. A family where there are three generations living together in one household represents
a) a nuclear family. b) a commune. c) a blended family. d) an extended family.

Answer: d

Obj. 2.1 The learner will complete a chart contrasting the roles and functions of the family and society in the past and present.

Level: Application or above

Case Study A

Dear Diary,

What a day this has been! 1) Mom started me off with her special homemade cinnamon rolls and a kiss. Ugh! 2) As usual, I heard her say, "Have a good day and mind your 'teach', ya' hear"! What a crazy lady! I'd never tell her, but I sure do love her.

3) Today was awards day at school. I received a certificate for my improvement in reading. My art work was put on display in the main showcase of school. 4) Everyone seemed so proud of me when I told them of my awards.

5) When I got home, a fire truck with flashing lights was there. The fire fighters had just put out a fire in the clothes dryer. Mom looked like she had been in the dryer when it happened, but she was okay. 6) Looks like we'll be shopping for new clothes soon!

7) Since I didn't have homework, I was permitted to go to the movies. I wish I could dance like John Travolta! I'm going to ask if I can take some dance classes.

(Test items 1-7 refer to Case Study A.)

1. Which underlined statement supports the fact that schools have become basically responsible for the education of children?

   a) 3 b) 4 c) 6 d) 7

Answer: a

2. Which underlined statement supports the fact that the community has become responsible for protection of its families?

   a) 4 b) 5 c) 6 d) 7

Answer: b

3. Which underlined statement supports the fact that recreational needs are often satisfied outside of family activities?

   a) 1 b) 4 c) 5 d) 7

Answer: d

4. Which underlined statement supports the fact that teaching respect for authority is a function of the family?

a) 4 b) 3 c) 2 d) 1

Answer: c

5. Which underlined statement supports the fact that showing love and acceptance are the responsibility of the family?

a) 1 b) 3 c) 5 c) 7

Answer: a

6. Which underlined statement supports the fact that families now depend on industry for many items that were once produced by themselves?

a) 4 b) 5 c) 6 d) 7

Answer: c

7. Which underlined statement supports the fact that prestige and status are increasingly centered around the individual rather than the family name?

a) 2 b) 3 c) 4 d) 5

Answer: c

(Information for Questions 8-19)

Directions:

For Column 2: Place "Yes" in the blank if the family was responsible in the past for the role or function given in Column 1. Place "No" in the blank if the family was not responsible in the past for the role or function given in Column 1.

For Column 3: Place "Yes" in the blank if the family now has the major responsibility for the role or function given in Column 1. Place "No" in the blank if the family does not now have the major responsibility for the role or function given in Column 1.

| Column 1 Role/Function | Column 2 Past Major Role | Column 3 Present Major Role |
|---|---|---|
| -Education (3 r's) | 8.____<br>Answer: Yes | 9.____<br>Answer: No |
| -Protection of the community | 10.___<br>Answer: Yes | 11.___<br>Answer: No |
| -Religious functions | 12.___<br>Answer: Yes | 13.___<br>Answer: No |
| -Caring for children | 14.___<br>Answer: Yes | 15.___<br>Answer: Yes |
| -Teaching respect for authority | 16.___<br>Answer: Yes | 17.___<br>Answer: Yes |
| -Companionship | 18.___<br>Answer: Yes | 19.___<br>Answer: Yes |

Obj. 3.1 The learner will explain and give examples of serious commitments.
Level: Comprehension

1. Which of the following does not describe a commitment?
   a) promise b) pledge c) obligation d) agreement

Answer: d

2. Which statement relates to the most serious commitment?
   a) "I promised Mary I wouldn't be late for the meeting."
   b) "My mother trys hard to make a happy home for us."
   c) "I am going to babysit for church services this month."
   d) "Bob has promised to meet me for lunch this Saturday."

Answer: b

3. True-False: A person is ready for a serious commitment when he/she has learned the needed emotional and social skills.

Answer: F

4. True-False: Lasting relationships are built on mutual decisions of commitment to each other's welfare.

Answer: T

5. True-False: A person needs to be emotionally, socially, physically, and intellectually ready in order to make a commitment.

Answer: T

6. True-False: If other people are not directly involved, a person's commitments are not important.

Answer: F

7. True-False: Once commitments are made, they never change.

Answer: F

8. "I agreed to work extra hours at the grocery store on Christmas Day." To make this commitment, a person most needs to be ready
   a) emotionally b) physically c) intellectually d) socially

Answer: a

9. True-False: Future commitments are not effected by those you are making now.

Answer: F

10. True-False: Doctors, lawyers, police, and homemakers do not have any similar commitments.

Answer: F

11. "My household duty is to take out the garbage daily." This commitment is mostly

a) emotional b) physical c) social d) intellectual

Answer: c

Obj. 4.1 The learner will identify and describe stages of development of an individual.
Level: Knowledge

1. True-False: An infant naturally distrusts those around him.

Answer: F

2. True-False: A person in the early childhood stage can not be toilet trained because the muscles and nerves are not adequately developed.

Answer: F

3. At what stage is it important to encourage the feeling of trust so the person will develop a positive self-concept?

a) infancy b) later childhood c) pre-teen d) adolescence

Answer: a

4. In what stage does the developing person first express his/her need for independence?

a) infancy b) early childhood c) adolescence d) young adulthood

Answer: b

5. The earliest stage of development is

a) infancy. b) pre-natal. c) pre-teen. d) early childhood.

Answer: b

6. A sense of accomplishment is normally expected to first occur during

a) infancy. b) early childhood. c) late childhood. d) adolescence.

Answer: c

7. A sense of initiative is first expected to occur during

a) infancy. b) early childhood. c) late childhood. d) adulthood.

Answer: b

8. A sense of identity is first expected to occur during

a) infancy. b) early childhood. c) adolescence. d) adulthood.

Answer: c

9. A sense of self control is first expected to occur during

a) infancy, b) early childhood, c) late childhood, d) adulthood.

Answer: b

10. The parental sense is normal in

a) infancy, b) early childhood, c) late childhood, d) adulthood.

Answer: d

11. A sense of intimacy(close relationships) is first expected to occur in

a) infancy, b) late childhood, c) adolescence, d) adulthood.

Answer: c

12. A sense of trust is first expected to occur during

a) infancy, b) early childhood, c) adolescence, d) adulthood.

Answer: a

13. A sense of integrity is normal in

a) infancy, b) early childhood, c) adolescence, d) adulthood.

Answer: d

14. The infant's development is influenced chiefly by

a) two environments--cultural and social.

b) three environments--social, physical, and religious.

c) three environments--cultural, social, and physical.

d) two environments--cultural and physical.

Answer: c

15. True-False: In early childhood, the child experiments with holding on and letting go of things.

Answer: T

Obj. 4.2 Given a case study, describing a stage of development, the learner will analyze family functions in relation to that stage.

Level: Application or above

1. Joan: "Why can't I stay out until 11:00? Mary's parents let her!"
   Mom: "You know how your father and I feel about this. It's entirely too dangerous for you to be out that late."

   What family function is Joan's parents concerned about?

   a) expressing love b) protecting the members c) building social attitudes
   d) building emotional health

Answer: b

2. When Mrs. Jones tells her pre-teen son that he must complete his homework before playing, she is most concerned with

   a) developing his responsibility. b) providing him with personal support.
   c) allowing for his play time. d) building his knowledge.

Answer: a

3. Tara has made the mistake of accepting two dates for the same night. After discussing her problem with other members of her family, Tara is told by her mother that she must solve the problem by herself. Her mother is most concerned about Tara's

   a) emotional health. b) development of respect for authority.
   c) feelings of guilt. d) development of making decisions.

Answer: d

4. Sherry, who is in the early childhood stage, is being helped by her older sister to learn how to walk. What family function is her sister most performing?

   a) giving love b) socializing the child c) supervising basic learning
   d) teaching respect for authority

Answer: c

5. Jim, six months old, is learning that he is separate from his mother. At this time, she makes sure she is with him whenever she is needed. She is most concerned about developing Jim's

   a) feelings of confidence in himself. b) fear of being alone.
   c) learning of basic skills. d) sense of trust in others.

Answer: d

6. Alfie, a very active five year old, tries to explore the kitchen shelves. His mother explains that he can not do this because he may get hurt, but he continues. His mother firmly says, "No!" She is most concerned about Alfie's

a) respect for authority. b) feelings of being loved. c) creativity.
d) aggressive behavior.

Answer: a

7. Bob is sixteen and doesn't know anything about washing clothes. His mother thinks it's time he learns, since he may not always have someone to do it for him. Explaining this to him, she indicates he must do his own laundry now, but she will be glad to show him how. Bob's mother is most concerned about his

a) attitude. b) basic skills. c) respect for authority.
d) respect for himself.

Answer: b

8. Even though Mark's parents don't have much extra money, they allow him to ask someone to the prom. They feel it is important for him to learn how to act at formal affairs, so they have decided to put off buying some clothes for themselves. Mark's parents are most concerned about his

a) need for love. b) need for money. c) socialization. d) attitude.

Answer: c

9. John, 3, and Mary, 4, are fighting over who gets to play with a ball. Their mother helps them to play together friendly. She is most trying to
a) teach them gender. b) give them love. c) teach them respect for authority. d) teach them social skills.

Answer: d

10. A father is explaining to his adolescent son about puberty and the changes that take place in the body. The father is most interested in his son's
a) social responsibilities. b) identity. c) knowledge. d) gender.

Answer: b

11. Fred is in late childhood, when it is important for him to learn how to do and make things with others. If Fred's parents give him support at this time, he will

a) learn to enjoy work. b) trust people. c) become creative.

d) learn his sex role.

Answer: a

Obj. 5.2 Given a list of commonly held ideas concerning masculinity and femininity, the learner will analyze the ideas in relation to present and future situations.

Level: Application or above

1. Tom, a family man, believes the man is the "head" and the woman is the "heart" of the family. Which statement is most likely not to be true about Tom's family situation?
   a) He thinks family survival depends on his job.
   b) He tends to consult with his wife before making decisions.
   c) He seldom plays with his children.
   d) He thinks that because he is a man, he must be the "leader".

Answer: b

2. True-False: Views that you and your mate hold about masculinity and femininity will not effect your happiness together.

Answer: F

3. "If my wife loves, honors, and obeys me, I think I'd be happy. Love takes care of sex, honor takes care of respect, obey leaves me with authority." Boy, 17, Denver, Colorado

   The girl most likely to be happy with this boy is the one who
   a) expects him to be the man of the house, making all important decisions.
   b) expects him to be kind and considerate--a compromising husband.
   c) thinks her feelings are important, but will love, honor, and obey.
   d) feels important decisions should be made together.

   Answer: (a)

4. True-False: Even though there are efforts to get rid of masculine and feminine differences, not all can be changed, since some are inborn.

Answer: T

5. True-False: If present trends continue, there is very likely to be no differences between men and women except physical ones.

Answer: F

6. True-False: At present, it is not likely that your work or career will be influenced by our society's ideas about masculinity or femininity.

Answer: F

7. Bob, twenty, works as a waiter in a very fine restaurant. He likes his job and does not wish to get any more formal education. His parents think it's great that he likes the job, but they feel that he must go back to school in order to "get ahead".

What idea about masculinity held by Bob's parents make them critical?

a) Waiting on people is women's work.

b) Men need to have a good job in order to support their family.

c) Men are expected to "succeed" in a way that women are not.

d) College education is important for men, but not for women.

Answer: c

8. If present trends about the ideas of femininity and masculinity continue, there will be more "freedom" in the choice of jobs, lifestyles, and behaviors. for

a) women only. b) men only. c) men and women. d) nobody.

Answer: c

9. If present trends continue about the ideas of masculinity, men will

a) be considered more "feminine" by women.

b) have more "freedom" to express their feelings.

c) act as they do now.

d) fear the loss of their masculinity.

Answer: b

10. "Being a male is being masculine." This is not true, because in relation to this statement you could say all of the following except that

a) Many women could be considered "males".

b) Socialization, not heredity, determines one's sex.

c) Males are naturally masculine.

d) "Being a male" describes a person's gender while "being masculine" describes his/her behavior.

Answer: d

11. Men die at an earlier age than women.

True-False: Some people have suggested this is partially due to some of our society's commonly held ideas about masculinity and femininity.

Answer: T

12. True-False: Media--TV, radio, advertisements--has little effect on what is considered masculine and feminine.

Answer: F

13. Traditional ideas about "being a boy" include

a) being under constant pressure to prove oneself.

b) calling a girl for a date and being afraid she will refuse.

c) always having to compete.

d) all of the above.

Answer: d

14. True-False: Ideas about masculinity and femininity have an effect upon what is considered appropriate dress for men or women.

Answer: T

15. How can men gain from the changing ideas about femininity and the roles of women?

a) They can be sexually more free.

b) They can share responsibility with their female companion.

c) They can legally require their wives to support them.

d) They will not gain anything from the changes.

Answer: b

16. The traditional ideas about femininity include in the female role all of the following except

a) marriage. b) motherhood. c) career. d) "waiting".

Answer: c

17. True-False: The male who learns to be affectionate as an infant is probably started on the way to becoming a good husband and father.

Answer: T

18. True-False: Many girls appreciate a boy who is sex-demanding because they feel this is appropriate masculine behavior.

Answer: T

19. Women usually expect men to be

- a) aggressive, romantic, and stubborn.
- b) aggressive, tender, and logical.
- c) passive, a leader, and tender.
- d) passive, tender, and stubborn.

Answer: b

20. True-False: Aggressiveness in men is probably innate because research shows that in every culture men behave more aggressively than women.

Answer: F

21. True-False: Experiments have shown that high school counselors often steer girls into traditional, female-dominated professions.

Answer: T

22. True-False: Ideas about masculinity and femininity have limited men, as well as women.

Answer: T

23. Ideas about femininity and masculinity are learned through

a) family. b) schools. c) mass media. d) all of the above.

Answer: d

24. True-False: In general, males' ideas about masculinity and femininity differ from females' ideas about masculinity and femininity.

Answer: T

25. True-False: Learning appropriate attitudes and behaviors associated with masculinity and femininity are part of the socialization function of the family.

Answer: T

26. Ideas about masculinity and femininity are

- a) related to the division of labor.
- b) determined by biological differences between sexes.
- c) are not important in understanding yourself.
- d) the same in all societies.

Answer: a

Obj. 6.1 The learner wil identify skills involved in increasing communication.
Level: Knowledge

1. True-False: Non-verbal messages are not important in communication.

Answer: F

2. True-False: In communications, listening is not as important as speaking.

Answer: F

3. True-False: The first thing to do in order to communicate with someone is to speak to him/her.

Answer: F

4. True-False: Communication is made easier if the listener lets the speaker know that he is understood.

Answer: T

5. True-False: Speaking loudly is always important for clear communication.

Answer: F

6. True-False: It is not necessary to speak in order to communicate.

Answer: T

7. True-False: Asking questions about unclear statements help to have good communication.

Answer: T

8. True-False: Choosing the right time and place to speak are equally as important as what you choose to say.

Answer: T

9. True-False: Communication with the opposite sex before marriage is related to good communication after marriage.

Answer: F

10. True-False: Being completely open in communication will always be satisfying to your mate and will increase communication.

Answer: F

11. Being completely open in communication

    a) can solve any problem with your mate.

    b) is considered good communication.

    c) means greater acceptance and agreement.

    d) is probably not what most people desire.

Answer: d

12. True-False: In order to have good communication, the persons involved must have similar views about the situation.

Answer: F

13. Checking to be sure that each person understands the other's meanings involves

    a) compromising. b) feedback. c) speaking. d) criticizing.

Answer: b

14. True-False: Even while discussing difficult, complex problems, it is important to communicate as clearly and simply as possible.

Answer: T

15. True-False: Communication problems can arise when people use the same word, but have different meanings for it.

Answer: T (Note: This problem is called by-passing.)

16. True-False: Communication can be increased by trying to feel what the other person is feeling.

Answer: T (Note: This is called empathy.)

17. True-False: "Fighting with words" can never be useful in developing a better relationship.

Answer: F

18. True-False: People who always have something to say are always better communicators than those who don't.

Answer: F

19. True-False: What a word "means" to you can be influenced by your experiences.

Answer: T

20. True-False: Increasing communication can be stopped by punishing or ridiculing the person for expressing his/her thoughts.

Answer: T

21. The person who criticizes another who is trying to communicate

a) may be insecure.

b) helps the person learn right from wrong.

c) is showing a greater ability to communicate.

d) understands what the person is saying.

Answer: a

22. "Good" communication involves

a) the desire to talk.

b) the desire to understand and accept feelings.

c) a good vocabulary.

d) the need to express feelings.

Answer: b

23. One of the most important aspects in communication is probably

a) security with each other.

b) desire to talk.

c) ability to use words well.

d) to agree with the speaker.

Answer: a

24. When two or more people are interacting

a) it is impossible for them not to communicate.

b) they may not be communicating.

c) they must speak to send a message from one person to another.

d) they can not communicate unless they think about what they are doing.

Answer: a

25. To accept what another person communicates, you must

a) agree with what is said. b) disagree with what is said.

c) like the person. d) none of these

Answer: d

Obj. 6.2 The learner will demonstrate the use of communication skills in a given situation.

Level: Application or above

1. Which of the following comments is most likely to increase communication?
   a) "Why did you buy red? Red just isn't your color."
   b) "I'll be getting off from work awfully late, but I'll try to find time to stop by with that wrench you wanted."
   c) "I need some advice and you're the one who can help me."
   d) "That's terrible! How could you do such a thing?"

Answer: c

2. "I heard you did a good job presenting your speech." This comment helps increase communication because
   a) it makes the listener feel secure and accepted by the speaker.
   b) the listener knows it is the truth.
   c) it gives the listener a chance to talk about it.
   d) it shows the speaker wants to know all about the speech.

Answer: a

3. True-False: "No" always has the same meaning, no matter how you say it.

Answer: F

4. "I need your help as soon as possible. Will you stop and get some paint on your way?" What's wrong with this communication?
   a) The speaker is probably making the listener feel insecure.
   b) The listener probably doesn't want to help.
   c) The speaker is probably not sure what he wants the listener to do.
   d) The listener is probably confused about what the speaker wants done.

Answer: d

5. The meaning of a statement is conveyed by the
   a) words used. b) speaker's facial expression and body gesture.
   c) tone used. d) all of these

Answer: d

6. True-False: People wear medical bracelets or necklaces to help them communicate in an emergency.

Answer: T

7. Which communication is likely to be confusing?
   a) A mother hugs her child as she says, "I love you."
   b) A woman tells her husband, "You're a good cook, dear," as she takes a second helping.
   c) A wife tells her husband she is not angry as her voice rises and her face turns red.
   d) A mother tells her daughter she likes her painting as she hangs it on the wall.

Answer: c

8. If you have a hard time understanding what another person is saying, it often helps to
   a) repeat what the other person just said.
   b) put the other person's message in your own words.
   c) answer as if you understood and hope he/she will say more.
   d) nod your head and act as if you understand.

Answer: b

9. John and Mary have a good relationship. It is probably because they
   a) are always completely open.
   b) are always completely honest.
   c) do not always require the person to say something if it will hurt the other.
   d) a and b

Answer: c

10. Fred has asked Mary to go to the movies. Regardless of her answer, he still will like her very much and not feel hurt. Fred
   a) is asking an honest question.
   b) is asking the question to find out if Mary really likes him, not because he really wants to go to the movies.
   c) will feel insecure if she doesn't go.
   d) will never ask her again if she says no.

Answer: a

11. Mike becomes confused while listening to the teacher give instructions. He should

a) ask questions immediatedly about what is not clear to him.

b) ask other students what the teacher means.

c) ask questions only if he knows other students are confused also.

d) go ahead with the work and hope that he does it right.

Answer: a

12. A teacher is trying to get the attention of a noisy class at the beginning of t period. The best thing to do is

a) wait for them to be quiet.

b) watch to see when the students are ready to listen.

c) speak loudly and clearly.

d) be careful to use words everyone understands.

Answer: c

13. A policeman is directing traffic at a busy intersection. It is important for him to

a) allow people to ask verbal directions.

b) yell loudly.

c) get the license numbers of cars that do not obey him.

d) give clear hand signals and body gestures.

Answer: d

14. A small group of people are discussing abortion. It results in a violent argument. This is probably because they

a) can not accept how each other feels.

b) disagree with each other.

c) don't like each other.

d) don't have good vocabularies.

Answer: a

15. A guest speaker has come to your class. To start the speech, he tells a funny joke about an experience that happened to him. He probably is

a) not prepared to speak.

b) using words you don't understand.

c) trying to make you feel secure and comfortable with him.

d) introducing the subject.

Answer: c

16. At a dinner party, Fred starts complaining to his wife about the children's behavior. His wife gives him an angry look, but he continues. Which of the following is true?

a) He probably has not used the right words to explain himself.
b) He has selected a good time to talk about the problem.
c) He has probably hurt communication with his wife.
d) His wife is showing that she agrees with him about the children's behavior.

Answer: c

Obj. 7.2 The learner wil compare processes used for mate selection.
Level: Application or above

1. True-False: Arranged marriages are less successful than free-choice marriages.
Answer: F

2. True-False: A couple must love each other to get along together in marriage.
Answer: F

3. Family commitment, that is as binding as marriage itself, is seen most often in a) arranged marriages. b) free-choice marriages. c) marriages in the U. S. d) middle class marriages.
Answer: a

4. True-False: Free choice of a mate is practically non-existent.
Answer: T

5. True-False: Unlike many cultures, there is a double standard in dating relationships in the U. S.
Answer: T

6. Which of the following is closely associated with arranged marriages?
   a) Love is expected to blossom during the dating period.
   b) Lack of love is grounds for divorce.
   c) Love usually develops after marriage.
   d) Attractiveness of the mate is important.
Answer: c

7. Which of the following do both males and females rate important in mate selection?
   a) attractiveness b) desire for children c) education d) similarity of interests
Answer: b

8. True-False: The type of work a woman performs in public is becoming a factor in mate selection in our society.
Answer: T

9. The success of arranged marriages compares very well with the success of marriages based on individual choice of a mate. Which of the following is least likely to describe arranged marriages?

a) The families of the joining couple get along well together.

b) There is a high level of commitment between the partners.

c) There is a high level of physical attraction between the partners.

d) The partners are socially acceptable to each other.

Answer: c

10. Mate selection methods in the U. S.

a) vary greatly depending on your social class.

b) vary greatly depending on your ethnic background.

c) are related to arranged marriages.

d) are based mostly on individual choice.

Answer: d

11. True-False: There is a tendency for people with similar rather than opposite backgrounds to attract each other.

Answer: T

12. The strongest endogamy(marriage within a group) practiced in the U. S. is probably:

a) religious. b) racial. c) ethnic. d) class.

Answer: b

13. True-False: Around the world, the goals of love, companionship, and sharing experiences are the most important factors in mate selection.

Answer: F

14. True-False: In much of the world, romantic love is still frowned upon as a factor in mate selection.

Answer: T

15. True-False: Unlike arranged marriages, individual choice marriages are based more on property and status of the mate than love.

Answer: F

16. True-False: Mate selection processes in the U. S. lead to arranged marriages.

Answer: F

17. True-False: Our type of mate choice system may be said to lead to more stable families than the more institutional, arranged systems of marriage.

Answer: F

18. Throughout much of history, man has struggled for survival--bearing children, protecting the family, getting food, etc. Which system of mate selection fits best into this pattern for survival?

a) self-choice marriages b) arranged marriages c) companionship marriages d) marriages based on love

Answer: b

19. In which marital system will duty to parents be greater than duty to a mate?

a) companionship marriages b) self-choice marriages c) arranged marriages d) none of these

Answer: c

20. Societies that are very mobile and have religious freedom and democratic traditions are more likely to have

a) arranged marriages. b) marriages based on the need for protection.

c) less satisfaction in marital relationships. d) marriages based on love.

Answer: d

21. Social characteristics of a society

a) are not important to consider when mate selection is based on love.

b) will generally not be important to consider when mate selection is based on factors other than love.

c) are generally unimportant considerations in mate selection.

d) will be important considerations in mate selection.

Answer: d

22. Prevention of marriage to persons within a certain degree of kinship

a) is common only in advance societies like the U. S.

b) is common only in very simple societies.

c) is one of the most universal features of societies and mate selection.

d) occurs only in the Western world.

Answer: c

23. Frank is a passive, dependent male who is happily married to Anne, a strong, aggressive woman. This is an example of

- a) an arranged marriage.
- b) marriage based on complimentary needs.
- c) a marriage that will not last.
- d) two people who have poor skills to select their mate.

Answer: b

24. The pattern of mate selection in the U. S.

- a) does not support our social structure since there is free choice of a mate.
- b) is not like the pattern of most cultures.
- c) encourages marriages between faiths or social class as a result of our belief in democracy.
- d) is not very controlled since love is the most important factor.

Answer: b

25. True-False: Any type of marriage can succeed, depending on the individual qualities of the persons involved.

Answer: T

26. True-False: There is a tendency for people to marry an individual who lives near them.

Answer: T

27. True-False: For most people, age, social class, and educational level are important factors in selecting a mate.

Answer: T

28. True-False: Having a religious mate is not important to most people.

Answer: F

29. Nations throughout the world are becoming increasingly "Westernized". Therefore, difference in nationality is not considered important in choosing a marriage partner.

Answer: F

Obj. 7.3 Given a case study, the learner will analyze how the process of mate selection contributes to the satisfaction of the lifestyle.

Level: Application or above

1. Judy: "My family is a mess. Mother divorced father and is now unhappily married to my stepfather. Grandmother divorced grandfather. I couldn't stand it if my children had to grow up in the kind of family I've had. I'm not going to marry until I'm sure I understand myself and my mate." Judy
   a) is trying to look sensibly at her background as it relates to her future.
   b) is blaming her unhappiness on her family.
   c) does not realize that her family background has nothing to do with a successful marriage.
   d) probably will never get married.

Answer: a

2. Mary was raised in a family where education was important, but there was no money to send her to college. Her husband comes from a family not concerned about education. She wants to start saving now for the children's education, but he feels college training is a waste of time and money. Which of the following statements is most likely to be true?
   a) The happiness of their marriage is not likely to be effected by these opposite viewpoints.
   b) Her husband probably resents the children.
   c) Differences in value systems, such as this, should be considered prior to marriage.
   d) This problem can be easily solved by asking the children if they want to go to college.

Answer: c

3. Sherry: "Brian just isn't for me. He's kind, sharing and I'm sure he loves me, but he just isn't ambitious enough. If I married him, we both would be unhappy."

   True-False: Sherry is probably most concerned about Brian's ability to give and take in a relationship.

Answer: F

4. (Use case study in Question 3)

Which of the following statements is most likely to be true?

a) Sherry does not understand that if two people love each other, all other things can be worked out.

b) If Brian really loves her as she says, he would become more ambitious and they would have a good marriage.

c) Sherry is aware that factors besides love will determine if a marriage will be successful.

d) She will probably never have a happy marriage because she thinks ambition is more important than love.

Answer: c

5. Fred: country boy; from a large family; European heritage; loves football and ice skating; happy childhood

Anne: city girl; from a small family; strong will to succeed; American Indian heritage; loves tennis and skiing

If Fred and Anne were to get married, which of the following would probably contribute most to their success in marriage?

a) both of them like sports

b) Fred's happy childhood and Anne's will to succeed

c) sharing their cultural backgrounds with each other

d) living in the country, where life isn't as fast

Answer: b

Obj. 8.1 The learner will identify personal and family crises.
Level: Knowledge

1. True-False: Having children is considered a blessing by any family.
Answer: F

2. True-False: The birth of a baby improves marriages that have been somewhat unsteady.
Answer: F

3. True-False: What is defined as a crisis in one family is not even considered a problem in others.
Answer: T

4. True-False: Child rearing practices never cause stress or crisis in a family since father has the "last" word.
Answer: F

5. True-False: Menopause for a mother is strictly personal, not a family problem.
Answer: F

6. True-False: Becoming more financially secure and increasing social status can cause a crisis for a family.
Answer: T

7. True-False: Normal or expected crises occur as family members develop and age.
Answer: T

8. True-False: Addition of an aged parent to a family often constitutes a family crisis.
Answer: T

9. True-False: Loss of usefulness as a person becomes elderly is natural and therefore does not represent a family or personal crisis.
Answer: F

10. True-False: Probably the worst family crisis is lose of moral and family unity.

Answer: T

11. True-False: Probably the worst family crisis is divorce.

Answer: F

12. True-False: Most families do not consider their child causing problems at school to be a crisis.

Answer: F

13. One crisis that is often not considered a crisis is
    a) sudden fame or wealth of one member of the family.
    b) moving to a larger home.
    c) changing schools while the children are in high school.
    d) death of the grandparents.

Answer: a

14. One of the most devastating crises in marriage that moves in slowly is
    a) alcoholism.
    b) repeated promotions of either partner on the job.
    c) the children growing up.
    d) disenchantment towards marriage.

Answer: d

15. A family crisis is best described as
    a) family disorganization and conflict.
    b) a situation which threatens a family whose resources are not adequate to meet the threat.
    c) a sudden change in family structure or functions which result in feelings of inadequacy.
    d) family failure to meet responsibilities to family members and society.

Answer: b

16. Which of the following crises will probably cause the greatest amount of family disorganization or problems?

a) flood damage to property
b) a nationwide depression
c) a drug abuse problem
d) a family move

Answer: c

17. Which of the following crises is most likely to cause the most problems for a family?

a) an unwanted pregnancy
b) damage from fire
c) theft of property
d) nationwide depression

Answer: a

18. Probably the worst family crisis is

a) illness of a member
b) need for public assistance
c) loss of a job of a family member
d) loss of moral and family unity

Answer : d

19. Which of the following does not represent a family crisis?

a) child abuse
b) divorce
c) moving
d) none, all of them are crises

Answer: d

20. When a family meets a situation for which there is no ready solution from past experience or no immediate answer, that family

a) will probably separate by the parents getting a divorce.
b) is said to face a crisis.
c) will probably become drug abusers.
d) is losing moral and family unity.

Answer: b

21. A situation or event can be identified as a crisis by determining

a) if the event itself will cause a great amount of hardship.

b) if family resources, such as flexibility and previous history with crisis, are sufficient.

c) if the event is a threat to the family's goals or objectives.

d) all of the above.

Answer: d

Obj. 8.2 The learner will explain the relationship between stress and crises.
Level: Comprehension

1. True-False: Events that cause stress or crisis occur outside the family and lead eventually to problems within the family.

Answer: F

2. True-False: Alcoholism, loss of a job, or mental breakdown are crisis events which occur regardless of other events or conditions of the family.

Answer: F

3. True-False: No relationship exists between stress and crisis.

Answer: F

4. True-False: Increasing stress at work can cause a crisis at home.

Answer: T

5. True-False: As stress on a family increases, it is more likely that a crisis will occur.

Answer: T

6. True-False: A change in role expectations of family members, as when a new baby arrives, can increase stress and produce a crisis.

Answer: T

7. True-False: Sudden crises are sometimes less difficult than those that happen slowly.

Answer: T

8. True-False: The crisis of middle age is increased by the children leaving home.

Answer: T

9. True-False: If a person can not handle emotional stress, more crises are likely to occur to him/her.

Answer: T

10. Families are less able to meet a crisis, even a minor one, if

    a) the crisis is sudden.

    b) the crisis concerns the children.

    c) the crisis concerns the father.

    d) basic emotional ties have been cut before the crisis.

Answer: d

11. Families that have frequent crises are probably

    a) in poverty.

    b) unprepared for stress.

    c) less educated.

    d) naturally unlucky.

Answer: b

12. The family that survives a crisis is likely to have

    a) lots of money.

    b) a high social status.

    c) good emotional resources.

    d) all of the above.

Answer: c

13. True-False: A family that increases its income will not face a crisis because stresses are relieved.

Answer: F

14. True-False: Families vary in how much resistance they have to events that cause stress, but they will react in similar ways during a crisis.

Answer: F

15. Families which are "crippled" by every strain that comes along

    a) seldom have crises.

    b) tend to handle crises very well.

    c) frequently face crises.

    d) can not change their behaviors.

Answer: c

16. True-False: Crises cause stress and family disorganization.

Answer: F

17. True-False: When times are hard for our nation, divorces increase because of the stresses placed on the family.

Answer: F

18. True-False: Stress is mental or bodily tension which can cause a crisis, an unstable or crucial time in a person's life.

Answer: T

19. True-False: Which of the following effects the relationship between stress and crisis?

a) attitude toward change
b) amount of social involvement
c) one's occupation
d) all of the above

Answer: d

Obj. 8.3 Given a case study, the learner will analyze the response to a crisis situation.

Level: Application or above

Case Study A

Jim has just broken his engagement with Sally. Sally has been involved completely with him, ignoring many people who used to be her friends. Rather than make new friends, she stays home and feels sorry for herself. Her family is very concerned and is trying to help, but they have not been successful.

(Test items 1-6 refer to case study A)

1. True-False: Sally is responding to this crisis by withdrawing.

Answer: T

2. True-False: This is a personal problem for Sally and does not effect her family.

Answer: F

3. True-False: Sally knew this would happen and was prepared.

Answer: F

4. True-False: Sally's "used to be" friends could have been helpful at this time.

Answer: T

5. True-False: It is likely that Sally has had experience meeting crises like this before.

Answer: F

6. True-False: Sally's parents probably consider this to be a crisis situation.

Answer: T

Case Study B

Jim has just broken his engagement with Sally. Although Jim is upset and feels depressed, he believes that it was the best thing to do. His confidence and aggressiveness has helped him to keep involved socially. "A good looking, healthy young man like you will have no problem finding another girl," friends tell him. His parents agree with the breaking of the engagement, and advise him to remember what he has learned from this situation.

(Test items 7-13 refer to Case Study B)

7. True-False: Jim is responding to this crisis by withdrawing.

Answer: F

8. True-False: It is likely that Jim's parents see this as a crisis.

Answer: F

9. True-False: Jim probably has a lot personal characteristics that will help him meet this crisis.

10. True-False: Jim probably never cared for Sally.

Answer: F

11. True-False: His parents understand that a situation like this can be useful in helping Jim to become more mature.

Answer: T

12. True-False: When Jim looks back at the situation in a few years, he will probably see it as a time of bad luck.

Answer: F

13. True-False: Regardless of what his friends say or do, Jim will likely be depressed for sometime.

Answer: F

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Case Study C

Nora recently gave birth to her third child, Jeff. He is retarded. She has rejected him, and feels that God is punishing her. Her husband, an executive in a large company, has accepted Jeff and is committed to giving him the best possible life.

Doctors, ministers, and friends are willing to help all they can. They are are sure Nora will adjust and grow to love Jeff very much.

The other children are confused about the new member and the problems he seems to have caused for the family. A close relative, who is a family counselor, is teaching them about mental retardation.

(Test items 14-22 refer to case study C)

14. True-False: This is a crisis because the family has no resources to help Jeff, except for money to get doctors for him.

Answer: F

15. True-False: This is a crisis because the family's social status is threatened.

Answer: F

16. True-False: Nora feels this is a greater crisis than her husband feels it is.

Answer: T

17. True-False: It is likely that their religious beliefs will help them with crisis.

Answer: T

18. True-False: The crisis of having a retarded child is not likely to cause other crises if the family becomes adjusted to him.

Answer: F

19. True-False: Friends and relatives will be important resources for the family to give Jeff all he needs.

Answer: T

20. True-False: Education of the family about retardation will make them realize it is a terrible crisis.

Answer: F

21. True-False: Roles of the family members will probably stay about the same.
Answer: F

22. True-False: The ability of the family to adapt to a new situation is important in meeting this crisis.
Answer: T

Case Study D

Jack and Doris had been happily married for many years. They had raised two fine children, who now have their own families. Then one day Jack suddenly died of a heart attack. Left alone, Doris began to feel useless.

Her children offered to have her move in with them, but she refused. "I'm still healthy and I have enough to live on from Jack's insurance. I know in time, with support from you and my friends, things will be okay. There is no reason for me to move in," she said.

She was right. Now very active in church and social functions, she again feels useful.

(Test items 23-30 refer to case study D)

23. True-False: Doris and Jack planned for this type of crisis.
Answer: T

24. True-False: Doris dealt with this crisis by withdrawing.
Answer: F

25. True-False: Doris refused all help from her children.
Answer: F

26. True-False: It is not likely that Doris learned from previous crises.
Answer: F

27. True-False: Doris had good resources to help her meet this crisis.
Answer: T

28. True-False: This was considered a crisis because Doris did not have resources to meet the situation.
Answer: F

29. True-False: It is likely that Doris's religious beliefs helped her meet this crisis.

Answer: T

30. True-False: The ability for Doris to adapt to new situations was probably a very important factor in meeting this crisis.

Answer: T

Obj. 9.1 Given a case study of a crisis involving a family, the learner will point out ways that each family member may act in a supportive way.

Level: Application or above

(Test items 1-8 refer to case study A of Obj. 8.3)

1. Sally's older sister might best help Sally by
   a) speaking with Jim privately in order to get him to change his mind
   b) letting Sally alone because "time heals all wounds".
   c) empathizing with Sally and telling her how she handled a similar experience.
   d) telling her what a burden she has been to the family recently.

Answer: c

2. Sally's mother might best help Sally by
   a) keeping out of Sally's affairs.
   b) speaking with Jim's parents to get them back together.
   c) making some cookies for her while she thinks things out.
   d) letting Sally know she is willing to help in any way she can.

Answer: d

3. Sally's father might best help Sally by
   a) explaining that it was best that it happened because Jim would not have been a good husband.
   b) telling her that though she may not like what has happened, life goes on, and that she needs to start "living" again.
   c) telling her to stop behaving like a poor sport or get out of the house.
   d) explaining how he broke the engagement with her mother two times before they finally got married. He is bound to come back.

Answer: b

4. True-False: Empathizing with Sally would probably only make the situation worse.

Answer: F

5. True-False: Sally needs to be encouraged to think positively about herself.

Answer: T

6. Sally's younger brother might best help Sally by
   a) making jokes about it so it won't seem so serious.
   b) doing her chores around the house until she pulls herself out of the depression.
   c) asking her to help him with some of his personal problems so she will feel needed and respected.
   d) going about his own business so she won't feel bothered by him.

Answer: c

7. True-False: It is important that family members keep Sally involved in their decisions and activities.

Answer: T

8. True-False: Since Sally is emotionally upset, she should not be included in making family decisions at this time.

Answer: F

(Test items 9-12 refer to case study B of Obj. 8.3)

9. True-False: Jim's parents have given Jim support by agreeing with his decision.

Answer: T

10. True-False: Jim's sister, who's about the same age, might help him by telling him how attractive her girl friends find him.

Answer: T

11. True-False: Jim is probably secure enough with himself, that if family members support his feelings, this crisis will be minor for him.

Answer: T

12. True-False: Because Jim has confidence, his family can do little to support him through this crisis.

Answer: F

(Test items 13-20 refer to case study C of Obj. 8.3)

13. True-False: As Jeff grows older, it will be important for the other children to understand and love him, rather than resent him.

Answer: T

14. Nora's husband could best help Nora by telling her that

a) God is not punishing her, but rather, it was just bad luck that could happen to anyone.

b) even if God is punishing her, He does not mean for her to reject Jeff, but rather, to give Jeff love and understanding.

c) even though God is punishing her, they must help Jeff in order to keep their social status.

d) God is punishing Jeff, not her. Jeff was born evil and she should help Jeff know God's love.

Answer: B

15. True-False: Nora's feelings about Jeff will probably stay the same regardless of whether or not others accept him, particularly the other children.

Answer: F

16. Nora could help her other children accept Jeff and the situation by

a) explaining a mother's confusion and doubt when her child is not born healthy, such as Jeff.

b) telling the children God is punishing the family, and they must be good to Jeff in order to redeem themselves.

c) explaining that with their help, Jeff will grow to be normal.

d) explaining that they are more important to her than Jeff.

Answer: a

17. True-False: The children are probably too young to understand retardation, Therefore,explaining Nora's feelings would not help them.

Answer: F

18. True-False: Since Nora's husband has already accepted Jeff, he will need little support in raising him.

Answer: F

19. True-False: It is unlikely that Jeff will ever give support do other family members.

Answer: F

20. True-False: Nora's husband will need to give her lots of support for raising Jeff, particularly until she loves and accepts Jeff.

Answer: T

(Test items 21-28 refer to case study D of Obj. 8.3)

21. True-False: Since Doris refused to move in with her children, they could do little to help her through this crisis.

Answer: F

22. True-False: Doris may have refused to move in because she wanted to express to them that they need not worry, Things would be okay.

Answer: T

23. True-False: Doris refused the best help her children had to offer.

Answer: F

24. True-False: Even though Jack is dead, he helped Doris meet this crisis.

Answer: T

25. True-False: Her children could help her meet this crisis by encouraging her to be active and find other meanings in her life.

Answer: T

26. True-False: Since Doris has several good resources to meet this crisis, her children will be of little value to her at this time.

Answer: F

27. True-False: Doris probably met this crisis by erasing all memories of Jack.

Answer: F

28. True-False: Doris's greatest crisis was probably her loneliness.

Answer: F

MANAGEMENT

| Obj. # | Level | Days of Instruction | % of Instructional Days | # of ?'s per obj. |
|---|---|---|---|---|
| 1.1 | K | | | |
| 1.2 | App | | | |
| 2.1 | App | | | |
| 3.1 | App | | | |
| 3.2 | K | | | |
| 4.1 | App | | | |
| 5.1 | App | | | |
| 6.1 | C | | | |
| | | Total ______ | Total 100% | Total # of ?'s ______ |

## HOME MANAGEMENT

Number 1.1

Objective: Given a situation describing how decisions were made in allocating resources, the learner will identify principles of resource use applied in the decisions.

Domain: Cognitive Level: Knowledge

Multiple Choice

_____1. The wise use of basic resources is the result of : (C)
A. Intelligence
B. Efficient planning
C. Both A & B

_____2. The use of your basic resources depends on the amount of each resource available to you and on the ___(C)___ you have set for yourself.
A. Wants
B. Time
C. Goals

_____3. Using basic ingredients to make a wide variety of food products usually saves ___(B)___.
A. Time
B. Money
C. Energy

_____4. If you use convenience foods to prepare a meal, you are saving ___(D)___.
A. Time
B. Energy
C. Money
D. Time & Energy

_____5. Important goals that are reached one step at a time through a period of planning and work are called ___(B)___.
A. Short term goals
B. Long term goals
C. Priority goals

_____6. All goals can be separated into those that meet needs and those that satisfy ___(C)___.
A. Expectations
B. Standards
C. Wants

______7. Your energy level is effected by your __(D)__.
A. Rest
B. Exercise
C. Diet
D. All of the above

______8. To avoid frustration, your goal should be realistic in relation to your __(D)__.
A. Standards
B. Skills
C. Personal qualities
D. All of the above

______9 Your values probably have been most influenced by your: (A)
A. Family
B. Teachers
C. Wants
D. Skills

True-False

T F 10. An important part of management is the ability to identify resources. (T)

T F 11. Resources may be defined as something you have that can be used to meet a need. (T)

T F 12. Work methods are chosen according to the time and energy available. (T)

T F 13. Time and energy are the only resources considered in home management. (F)

T F 14. A goal may be reached by managing resources. (T)

Number 1.2

Objective: Given a list of goals and resources available, the learner will use principles of resource use to show alternate ways of using resources.

Domain: Cognitive Level: Application ↑

True-False

T F 1. To save generated energy when cooking, frozen foods should be thawed in the refrigerator before cooking. (T)

T F 2. The most efficient way to make toast is in an oven. (F)

T F 3. An alternative way of making toast is in an oven. (T)

John's bicycle is broken and needs to be repaired so he can ride it to school.

T F 4. If John repairs his own bicycle, he would use his time, skill and energy. (T)

_____5. Which resources would John not use if he repaired his own bicycle? (D)
- A. Time
- B. Skill
- C. Energy
- D. Money for labor

_____6. Which resource would John save if he repaired his own bicycle? (B)
- A. Time
- B. Money for labor
- C. Energy
- D. Skill

_____7. Which resource would John save if he sent his bicycle to a repair shop? (E)
- A. His time
- B. His energy
- C. His money
- D. A & C
- E. A & B

_____8. Which resource would John use if he sent his bicycle to a repair shop? (A)
A. Money
B. Time
C. Energy

If John didn't know how to repair his bicycle, he could ask a friend to do it for him. In exchange, he could run errands for the friend. Place a 1 before each resource John would save and a 2 before each resource he would use if he did this.

_____9. Time (2)

_____10. Energy (2)

_____11. Money for labor (1)

Number 2.1

Objective: Given a situation involving a specific goal, the learner will describe plans that incorporate standards and sequences.

Domain: Cognitive Level: Application 1

Multiple Choice

_____1. Your goal is to prepare a quick evening meal. It would be best to have: (B)
A. Hamburgers
B. Cold cut sandwiches
C. Fresh fruit salad
D. Frozen dinners

_____2. Your goal is to prepare a quick evening meal. You are primarily concerned with saving: (C)
A. Money
B. Energy
C. Time
D. Money and time

_____3. Your goal is to paint your bedroom. You should begin by: (A)
A. Buying the paint
B. Comparing prices at different stores
C. Measuring the room
D. Moving out the furniture

_____4. You have decided that your bedroom needs painting now. Money is limited. Which is probably your best course of action? (D)
A. Paint part of the room now and the other part later.
B. Wait for a paint sale
C. Hire someone else to paint the room
D. Paint the room yourself

_____5. You have decided to paint your bedroom before your weekend guest arrives. Your first priority is to make: (C)
A. Wise use of your energy
B. Wise use of your money
C. Wise use of your time

_____6. Your weekend guests arrived before you got around to painting your bedroom. If you asked them to help you with the task, you will be saving your: (D)
A. Money
B. Energy
C. Pride
D. Time and energy

_____7. You have decided to paint your bedroom yourself instead of hiring someone to do it. This choice means that you value: (A)
A. Money over time
B. Time over energy
C. Energy over time
D. Money over time

_____8. Your goal to stay within your monthly food budget will depend mostly on your: (C)
A. Money management skills
B. Food preparation skills
C. Meal planning skills
D. Ability to sacrifice

_____9. You have just come home from the hospital after having your broken leg placed in a cast. You will be least able to: (D)
A. Plan meals
B. Iron clothes
C. Mend clothes
D. Dust

_____10. You were up all night with a sick child. Which of the folowing tasks can not be postponed until you have more energy? (B)
A. The laundry
B. Meal preparation
C. Grocery shopping
D. Dishwashing

Sally planned to have her slacks made by Friday. She is a perfectionist and wanted her slacks to be well constructed. On Thursday, she had problems installing the zipper and it did not go in straight. If she removes the zipper to install it correctly, she probably won't finish the slacks on time.

T F 11. If Sally doesn't finish her slacks until Saturday, she has adjusted the standards of her plan. (F)

T F 12. If Sally leaves the zipper as it is and finishes her slacks on Friday, she has adjusted the standards of her plan. (T)

_____13. Which standard will Sally be changing if she leaves the zipper as it is? (A)
A. Standard of performance
B. Standard of quantity
C. Standard of achievement

_____14. In completing your sewing project for school, you plan to install the waistband on Tuesday morning and hem the skirt Wednesday night. You find that it takes longer than you thought to complete the waistband. What should you do? (C)
A. Sacrifice quality for speed
B. Ask the teacher for extra time
C. Adjust the time schedule

Before each situation, place the letter of the standard that was changed.

_____15. You never got the college diploma you had hoped to obtain. (D)

_____16. You bought a 5 lb. bag of sugar instead of the 15 lb. bag you had planned to buy. (A)

_____17. Since you couldn't afford the first quality sheet that you wanted, you bought a "second". (B)

A. Standard of Quantity
B. Standard of Quality
C. Standard of Performance
D. Standard of Achievement

# HOME MANAGEMENT

Number 3.1

Objective: The learner will devise ways of implementing plans, including checking, adjusting and facilitating.

Domain: Cognitive Level: Application ↑

T F 1. In order to have time to attend a party later in the evening, your mother decided to have a quick evening meal of sandwiches. You are really hungry after an extra busy day at school and want to eat more than usual. You can adjust to this situation by offering to clean up after your mother prepares a large meal. (T)

_____2. The fact, that you set a goal to paint your bedroom before your weekend guests arrive, indicates that you: (A)
A. needed a self-imposed deadline to reach your goal.
B. are ashamed of the condition of the bedroom.
C. want to impress your guests.
D. work better under pressure.

_____3. To stay within your food budget you should: (D)
A. eat less.
B. eat foods high in carbohydrates.
C. shop at the same store.
D. make a grocery list from your newspaper ads.

_____4. You have a broken leg and find it difficult to perform many household tasks. Your best course of action is to: (A)
A. learn to use crutches.
B. let the work go.
C. hire a maid.
D. ask your friends to do the work for you.

_____5. Your mother is employed outside the home. You must see that your little sister has breakfast. The best course of action is: (B)
A. give her milk and cookies.
B. have your mother leave a menu to go by.
C. tell your sister to get her own breakfast.
D. take her out to breakfast.

_____6. Your mother works and she asked you to wash clothes. You could best find out how to do it by: (C)
A. asking your friend.
B. trial and error.
C. following the instructions your mother leaves.
D. reading "Hints from Heloise" in the local newspaper.

Situation

Tom's goals are to:
- go to the football game and dance on Saturday.
- drive his father's car which needs washed and gas.
- have extra money for mi or emergencies.

Tom planned to wash his father's car and fill it with gas on Saturday morning. He was going to babysit Friday night to earn extra money for the gas and minor emergencies. However, on Friday the babysitting job got canceled and he found out the gas station would be closed on Saturday and Sunday.

True-False

T F 7. If Tom fills the car with gas on Friday, he has changed the sequence of his plan. (T)

T F 8. If Tom decides to ride with a friend, he is adjusting his plans. (T)

T F 9. If Tom goes to the dance without extra money he has changed his goals. (T)

Multiple Choice

_____10. To reach his goals, Tom can best adjust his plans by: (C)
A. not going to the dance.
B. not going to the football game.
C. riding with a friend and borrowing a little cash from Dad.
C. looking for a weekend job.

_____11. By riding with a friend to the game and dance, Tom has: (B)
A. changed the sequence.
B. changed the goals.
C. changed the purpose.
D. changed the standards.

_____ 12. Tom's original plan appears to lack: (A)
   A. flexibility
   B. sequence
   C. standards
   D. controlling

_____ 13. The babysitting job would have helped to: (B)
   A. sequence Tom's plan.
   B. facilitate Tom's plan.
   C. adjust Tom's plan.
   D. change the standards of Tom's plan.

Number 3.2

Objective: Having developed a plan for completing a class assignment, the learner will devise and use means of implementing the plan.

Domain: Cognitive Level: Knowledge

_____1. In completing a homework assignment, which of the following would be the least beneficial guideline to use? (C)
A. Use adequate lighting
B. Put on comfortable jeans
C. Turn the radio on
D. Take occasional breaks

Place an "X" in front of the factors which would facilitate the implementation of your study plan.

_____2. Play the radio or watch television

_____3. **Don't wait until the last minute to start studying for a test** (X)

_____4. Study in a quiet place (X)

_____5. **Take occasional rest breaks from studying** (X)

_____6. Stay up late at night to finish your assignment all at once

_____7. Set a definite time to study (X)

_____8. Have adequate lighting (X)

_____9. Which of the following is least important in completing a class reading assignment? (D)
A. Look over the work that is to be accomplished
B. Read the assignment carefully
C. Determine the main points of the lesson
D. Make notes of every detail
E. Review parts that seem the most difficult

Which factors would facilitate the completion of your assignment?

_____10. A glossy finished desk

_____11. A desk with a dark top surface

_____12. Mat finished walls (X)

_____13. A desk facing the window

_____14. Propping books at an angle (X)

Number 4.1

Objective: Given a case study which incorporates use of routines, the learner will indicate the probable influence of the routines on management in that situation.

Domain: Cognitive Level: Application ↑

_____1. Which of the following routines would be best for Mrs. Jones to follow in the daily cleaning of her living room? (C)

A. Shampoo carpet, dust drapes, pick up toys and dust furniture,

B. Pick up toys, dust drapes, sweep carpet and dust furniture

C. Pick up toys, dust furniture, sweep floor and carpet and do one extra cleaning chore daily

D. Sweep carpet, clean mirror, shampoo carpet, dust furniture,

T F 2. Mary and Meg, two high school students, were talking about their plans for later that day. Mary had to babysit, go to the library, do an assignment she had forgotten to do and fix dinner. Meg said she had made a list of things she needed to do. Mary is more organized that Meg. (T)

Alice was running an hour behind schedule. As she passed the grocery store, she remembered that she had to get hot dog buns. In the store, she saw Sally. Sally asked, Are you going to band practice tonight?" Alice said, "Gee whiz, is it tonight?" Alice rushed home. She had to fix dinner yet.

_____3. What caused Alice to be late? (C)

A. Her lack of planning

B. Her busy schedule

C. Her forgetfulness

D. Her outside activities

_____4. Billy is a morning person and thinks best then. John studies at night because he isn't as alert in the morning. Who is selecting the best time to study? (C)

A. Billy
B. John
C. Both

T F 5. Mary does her grocery shopping and then plans the weekly menu. She has a good routine. (F)

Jamie, who is right handed, has a routine for doing dishes. She scrapes each dish just before she washes it. She washes from left to right and does each item as she comes to it.

True-False

T F 6. Jamie should wash from right to left. (T)

T F 7. Jamie should scrap the dishes, stack them and then wash them. (T)

T F 8. Jamie should wash dishes in an order: glassware, then flatware; next tableware, then serving pieces, then pots and pans and other utensils. (T)

T F 9. Jamie's dishwashing routine wastes time. (T)

T F 10. Jamie's dishwashing routine makes good use of her time and energy. (F)

Number 5.1

Objective: Given a situation describing work to be done, other demands on persons available to do the work, and the resources available, the learner will make a plan for doing the work, indicating how balanced use of all resources is achieved and how development of all persons is fostered.

Domain: Cognitive Level: Application ↑

Jean knew on Tuesday that the next day she was going to have to help her mother clean the house. On Tuesday Jean went swimming; then she went horseback riding; and that evening she went to a party and came home very late.

On Wednesday Jean's mother called her at 8:00. She was very tired and did not want to get up. Her mother made a list of the tasks she had to do. The tasks were: clean the bathroom, clean her bedroom, do the laundry, and mow and trim the yard. Mrs. Jones said she would be grocery shopping until 3:00 and expected Jean to have the tasks done when she got back.

Jean fell asleep until 1:30. When she awoke, she jumped out of bed and started doing her tasks.

T F 1. One could have predicted that Jean would have been tired on Wednesday. (T)

_____2. What should Jean have done? (C)
- A. Told her mother she refused to work on Wednesday.
- B. Told her mother to do the work by herself.
- C. Planned not to do so much on Tuesday.

_____3. What did Jean discover when she awoke at 1:30? (B)
- A. She could get all her work completely done on time.
- B. It was impossible to get all her work done on time.
- C. It was too late to start any work.

____4. How could Jean show her mother she was a responsible person? (A)
A. Tell her mother she overslept and keep working until the work is finished
B. Tell her mother she would finish the work later that week
C. Ask her mother to help her
D. Tell her mother she'd do everything except clean the bathroom

____5. What is the best possible alternative for Jean? (A)
A. Organize what time is left in order to complete as much work as possible.
B. Do only the laundry
C. Pay her friends to do her work.
D. Do nothing.

Susie had a date Friday night at 8:00. She got home from school at 4:30. Susie made a plan in the order she would do the tasks before going out on her date.

Susie's plan:

1. polish fingernails (one coat)
2. wash stockings
3. iron skirt
4. sew buttons on the waistband of skirt
5. shine shoes
6. take a shower, wash hair, and brush teeth
7. style hair
8. eat supper
9. get dressed
10. put makeup on

True-False

T F 6. Susie should have polished her nails before washing her stockings. (F)

T F 7. Taking a shower, washing her hair and then brushing her teeth is the best order to complete the tasks. (T)

T F 8. Susie should have gotten dressed before shining her shoes. (F)

T F 9. Susie had a well organized plan. (F)

1. Wash stockings
2. Sew a button on her skirt
3. Iron skirt
4. Shine shoes
5. Eat supper
6. Take a shower, wash hair, and brush teeth
7. Style hair
8. Put makeup on
9. Get dressed
10. Polish nails (one coat)

T F **10.** The above plan makes better use of Susie's resources than the first one. (T)

Number 6.1

Objective: The learner will list personal motivational sources and explain how they relate to personal management.

Domain: Cognitive

Level: Comprehension

True-False

T F 1. There is a definite relationship between a person's eating habits and energy supply. (T)

T F 2. Physical energy and mental-emotional energy are the same thing. (F)

T F 3. Two or more people can have exactly the same energy pattern. (F)

T F 4. Regular amounts of sleep affect your energy level. (T)

T F 5. Your mental-emotional energy pattern is imagined. (F)

T F 6. Physical exercise affects your energy level. (T)

T F 7. A stable personality makes adult living easier. (T)

T F 8. Positive attitudes can help you move forward with life. (T)

T F 9. Believing in yourself and faith can help you persevere when your goals seem out of reach. (T)

Matching

_____10. Standards (E)

_____11. Goals (F)

_____12. Needs (A)

_____13. Values (B)

A. Illustrate some of the similarities in human behavior

B. Describe why people act as they do

C. Freedom from fear, threat, danger or deprivation

D. Verbalized and held at a conscious level

E. Judgements used to measure progress

F. Ends toward which people work

Multiple Choice

_____14. Goals are: (D)
- A. ends that individuals or families are willing to work for.
- B. tangible objects
- C. a continual process
- D. all of the above

_____15. A long term goal is: (A)
- A. an ultimate goal
- B. a means-end
- C. an intermediate goal
- D. a tangible object

_____16. Courage and fortitude can help you overcome: (E)
- A. Illness
- B. Physical and emotional handicaps
- C. Loneliness
- D. Frustration
- E. All of the above

## HOUSING

| Obj. # | Level | Days of Instruction | % of Instructional Days | # of ?'s per Obj. |
|---|---|---|---|---|
| 1.1 | K | | | |
| 2.1 | App | | | |
| 2.2 | App | | | |
| 3.1 | App | | | |
| 3.2 | App | | | |
| 4.1 | App | | | |
| 5.1 | K | | | |
| 5.2 | C | | | |
| 6.1 | C | | | |
| 6.2 | App | | | |
| 6.3 | App | | | |
| 7.1 | App | | | |
| 7.2 | App | | | |
| 8.1 | App | | | |
| 9.1 | C | | | |
| 10.1 | K | | | |
| 10.2 | C | | | |
| 11.1 | App | | | |
| 12.1 | App | | | |
| 12.2 | App | | | |
| 13.1 | App | | | |
| 13.2 | App | | | |
| | | Total ______ | Total 100% | Total # of ?'s ______ |

Number 1.1

Objective: Given a list of needs, the learner will identify those that can be met through housing.

Domain: Cognitive

Level: Knowledge

Multiple Choice

____1. The type of space that surrounds you like an invisible "bubble" is called ______. (D)
- A. territory
- B. social distance
- C. flight distance
- D. personal distance

____2. Housing can best be described as a person's ______. (A)
- A. microenvironment
- B. total environment
- C. macroenvironment
- D. personal environment

____3. A new home, with a large swimming pool, located near the country club would best satisfy our need for ______. (B)
- A. self-expression
- B. prestige
- C. beauty
- D. family unity

____4. Housing tells something about the people who live in it. This statement best reflects our need for ______. (C)
- A. independence
- B. beauty
- C. identity
- D. privacy

True-False

T F 5. All of the human needs in Maslow's hierarchy can be met through housing. (T)

T F 6. If a person is seeking temporary relief from interaction and over stimulation, he/she has a need for privacy. (T)

T F 7. Housing environments influence the way people feel and behave. (T)

T F 8. Privacy and security are primary needs met by housing. (F)

T F 9. Housing best satisfies such needs and values as self-expression, beauty and esteem. (T)

T F 10. Restoring an old house could best satisfy our need for creativity. (F)

T F 11. Self esteem is one secondary need met by housing. (T)

Matching

Definition of Need

_____ 12. A person's "home ground" (F)

_____ 13. Do what one can do best (C)

_____ 14. Have new or original ideas (G)

_____ 15. Show one's true personality and taste (E)

_____ 16. Respect of self and others; recognition (D)

_____ 17. Security; protection from physical harm (A)

Need

A. Safety

B. Personal distance

C. Self-actualization

D. Esteem

E. Self-expression

F. Territory

G. Creativity

H. Physiological

## HOUSING

Number 2.1

Objective: After reading case studies depicting different interests and activities, the student will list specific housing needs related to each.

Domain: Cognitive

Level: Application ↑

True-False

T F 1. The hobby of building model cars would require a greater amount of space in the home rather than reading. (T)

YES-NO: Answer Yes if the following activities would affect housing needs and No if they would not affect housing needs.

_____2. Riding a bicycle (YES)

_____3. Cheerleading (NO)

_____4. Cooking (YES)

_____5. Belonging to a club (NO)

_____6. Playing the drums (YES)

_____7. Traveling (NO)

_____8. Playing pool (YES)

Read the following case study. Determine which factors would be important considerations for the couple when choosing a home. Place a T before factors that are important considerations and a F before those that are not.

Jim and Mary are getting married and must find a place to live. Jim likes to earn extra money repairing automobiles and Mary makes all her own clothes. In addition, both like to play cards and golf. They should consider an apartment or house that provides for their activities.

T-F

_____ 9. Large garage (T)

_____ 10. Spare room (T)

_____ 11. Plenty of storage space (T)

_____ 12. Large backyard (F)

_____ 13. Two bathrooms (F)

_____ 14. Separate dining room (F)

Matching: Choose the housing need in column B that will best suit the interest in column A.

Interest-A

_____ 15. Formal entertaining (C)

_____ 16. Playing an instrument (B)

_____ 17. Gourmet cooking (A)

_____ 18. Gardening (E)

Housing Need-B

A. Large kitchen

B. Room separate from quiet pursuits such as sleeping

C. Large dining room

D. Garage large enough for two cars

E. Large yard

F. Large master bedroom

Multiple Choice

_____ 19. The Smith's are moving to a smaller home. Their new home has a kitchen, bath, living room and 3 bedrooms. Their old home had a family room, but their new home does not. Which room in their new home will serve the same function as the family room? (B)
A. Dining room
B. Living room
C. Garage
D. Bedroom

_____ 20. Jack and Susan are very sociable. They enjoy being around people and are constantly having overnight or weekend guests. Which of the following do they most need? (A)
A. Large 3-4 bedroom home
B. Two car garage
C. Split level home
D. Family room located near the kitchen

_____ 21. The Jones family loves the outdoors. Their vacations, which are usually spent camping, include a lot of physical sports. They enjoy gardening and grow most of their own vegetables. Which of the following do they most need? (A)
A. A single family dwelling with a large yard
B. An apartment within the city limits
C. A large home with formal dining room
D. A family room in addition to a living room

_____ 22. The Browns have been married for 7 years and have no children. Both enjoy gourmet cooking and formal entertaining. Which of the following do they most need? (C)
A. Small apartment
B. Large home in the country
C. Large, roomy kitchen and dining room
D. 2-3 bedroom home

_____ 23. Susan Blake is the oldest of 4 children. She enjoys school and is a hard worker. Her favorite hobby is reading. Which of the following does the Blake family most need? (B)
A. 3 bedroom home
B. Bedrooms set away from family room
C. Spacious backyard
D. Family room located near kitchen

# HOUSING

Number 2.2

Objective: The learner will name personal interests, hobbies or activities and tell a housing need related to each.

Domain: Cognitive

Level: Application ↑

Select the hobby that most typifies your life style:

- A. Reading, conversation with family and friends, quiet games
- B. Music-either playing an instrument or listening
- C. Active outdoor sports, (ex. tennis, badminton, basketball)
- D. Do-it-yourself large projects done indoors (ex. using carpentry tools)

YES-NO: Below are a list of basic housing needs. Write YES if you need that type of housing to pursue your chosen interest and NO if you do not.

1. Living room separate from other parts of house, especially the activity room (A. YES, B. YES, C. NO, D. NO)
2. Family room separated from sleeping and reading areas (A. YES, B. YES, C. NO, D. NO)
3. Large yard, not too close to neighbors (A. NO, B. NO, C. YES, D. NO)
4. Large garage or large basement ( A. NO, B. NO, C. NO, D YES)
5. Large storage room (A. NO, B. NO, C. YES, D. YES)

Select the hobby or interest that most typifies your life style and do the same as above.

A. Formal entertaining and dining
B. Indoor exercising to keep fit
C. Coin or stamp collecting
D. Gardening and growing plants

6. Spare room or study located in quiet area of the home (A. NO, B. NO, C. YES, D. NO)

7. Large backyard (A. NO, B. NO, C. NO, D. YES)

8. Large dining room (A. YES, B. NO, C. NO, D. NO)

9. Kitchen (A. YES, B. NO, C. NO, D. NO)

10. Green house (A. NO, B. NO, C. NO, D. YES)

Number 3.1

Objective: Given case studies, the learner will describe the type of living space needed.

Domain: Cognitive Level: Application ↑

True-False

T F 1. A family that is at the launching family stage usually needs a lot of living space. (F)

T F 2. Teenage children in a family do not require much living space, (i.e. large bedroom), because at that stage they usually are never home. (F)

T F 3. A person who values his privacy would want a large open home with very little wall space. (F)

T F 4. A family with preschool children should consider a home with bedrooms located near the master bedroom. (T)

YES-NO: After reading the following case studies, determine whether the information given will affect the type of living space needed. Answer YES if it will affect housing needs and NO if it won't.

_____5. Jack Jackson has just been transferred to a new city. His wife must resign from her position and find a new job at their new location. (NO)

_____6. The Wilsons are a highly motivated couple. They are very concerned with proper etiquette. They are known to give the best parties in their social group. (YES)

_____7. The Watsons are individualists. They "do their own thing" and are not too concerned with what the neighbors will say. (YES)

_____8. The Moores are considered "health nuts" by their neighbors because they refuse to eat foods that contain sugar or white flour. (NO)

_____ 9. Mendel and Judy Dean enjoy traveling and hope to take a tour of Europe when they accumulate enough savings. (NO)

Multiple Choice: Read the following case studies. Using only the information given, select the type of living space needed by that particular family.

_____10. Sue and Henry have been married for 5 years. They have 3 preschool boys, ages 3 years to 10 months. (A)
A. Fenced in play area
B. All bedrooms located away from the master bedroom
C. Formal dining room
D. 3-4 bedroom home

_____11. Using the above case study, select the best choice from the following. (A)
A. Family room close to kitchen
B. Den
C. Two car garage
D. Split level home

_____12. John and Sarah have been married 1 month. Both are working toward their PhD's. They plan to postpone having a family until they have completed their educations. Which type of living space do they need at this stage of the life cycle? (D)
A. Large home with 3 bedrooms
B. Large backyard
C. All bedrooms close to master bedroom
D. One bedroom apartment

_____13. Using the above case study, select the best choice from the following. (B)
A. Family room next to kitchen
B. Spare bedroom or study
C. Formal dining room
D. Extra storage space

_____14. Margaret and Walter have been married for 45 years. Walter is a retired salesman and Margaret is a retired teacher. Both enjoy cooking and canning their home grown vegetables. (A)
A. Small home with 2 bedrooms
B. Fenced in outside area
C. Family room next to kitchen
D. 1 bedroom apartment

_____15. Using the above case study, select the best choice from the following. (D)

A. All bedrooms close to master bedroom
B. Game room set away from bedrooms
C. Large bedrooms
D. Large, roomy kitchen

_____16. Jerry and Mary Pack have been married for 20 years. They have 2 children, a 17 year old boy and a 15 year old girl. Jerry owns his own business. The Packs love to entertain business associates and friends. (B)

A. Family room next to kitchen
B. Large dining room
C. 2 bedroom apartment
D. 1 car garage

_____17. Using the above case study, select the best choice from the following. (B)

A. Small economical kitchen
B. 3 large bedrooms
C. All bedrooms close to master bedroom
D. Large fenced in yard

Number 3.2

Objective: Given case studies, the learner will identify how specific living situations not defined within the family life cycle affect housing needs.

Domain: Cognitive Level: Application ↑

True-False

T F 1. A person, confined to a wheel chair, would be better off living in a one level house. (T)

T F 2. A divorced family needs to consider larger living quarters than they had before the divorce. (F)

T F 3. When a nuclear family becomes an extended family, the number and layout of bedrooms becomes an important factor to consider in housing needs. (T)

Multiple Choice: After reading the following case studies, decide which factor would best suit the particular family's needs.

_____4. Jack and Lenore are in their mid 50's. Jack had a stroke within the past year which left him paralyzed on his right side. He can only walk with the help of a brace and a crutch. (B)

A. Large bedrooms
B. One story home
C. Small backyard
D. Large back and front yard

_____5. Mike and Jan are in their 30's and have 2 children. Although Jan has no use of her legs and is confined to a wheel chair, she keeps active. One of her favorite interests is cooking. (B)

A. Formal dining room
B. Large roomy kitchen
C. Large entrance way into living room
D. Large front and backyard

_____6. John and Joan Meyer and their 2 children live in a large 3 bedroom split level home outside the city limits. John and Joan are planning on a divorce and they need to reconsider their housing needs. Since the children will be living with Joan, she should: (C)

A. Consider moving to a 1 bedroom apartment.
B. Stay in their present home, but remodel it.
C. Buy a smaller home, closer to the city.

_____7. Jack and Ilene live in a communal family. The people in the commune grow most of their own food and they take turns preparing the meals. (A)

A. Large roomy kitchen
B. 3-4 car garage
C. 2-3 bedrooms
D. Enclosed backyard

_____8. Margaret and William are in their 80's. Although they can care for themselves, they have many of the problems associated with old age, one of which is arthritis. (A)

A. Small, one level house
B. Large front and backyard
C. Dining room separate from the kitchen
D. Single car garage

_____9. John, a single parent with 3 teenage children, married Susan, a single parent with 2 preschool children. (A)

A. Large home with extra storage space
B. Split level home in the country
C. Two car garage
D. Family room close to kitchen

_____10. Out of economic necessity, Mary and Louise decided to share an apartment. Both are part-time students. Mary works as a nurse in the local hospital from 11:00 PM til 7:30 AM and Louise works as a secretary from 8:00 AM to 5:00 PM (B)

A. Bedroom with 2 entrances
B. Bedrooms away from the living room and kitchen
C. Large kitchen
D. Dining room

_____11. Helen and David work and have one child. Recently, Helen's mother suffered an illness which left her disabled and she came to live them. (A)

A. At least 3 bedrooms
B. Small economical kitchen
C. Family room near kitchen
D. Ample property around the house

_____12. Joan is getting a divorce. She has taken a job in the city to support herself and two children. (C)

A. 1 bedroom apartment
B. Large home with large backyard
C. A smaller home close to the city
D. Live with her parents in their two bedroom home

Number 4.1

Objective: Given housing descriptions, the learner will list and compare the advantages and disadvantages of each housing type.

Domain: Cognitive Level: Application ↑

Questions 1-4 refer to the descriptions of House A and House B.

| House A | House B |
|---|---|
| A duplex located in the heart of a large city | A two bedroom ranch-styled home in a suburb of a large city |

Place an "A" before the statements that refer to House A and a "B" before the statements that refer to House B.

_____1. Costs more to heat and cool (B)

_____2. Provides for ease in commuting (A)

_____3. Offers the greatest amount of independence and privacy from outsiders (B)

Multiple Choice

_____ 4. Which of the following would be the greatest disadvantage of living in a mobile home? (A)
A. Shortage of attractive, convenient mobile home locations
B. Limited selection of light fixtures from which to choose
C. Conforming to local and state regulations regarding site location

_____ 5. Which of the following would be the greatest advantage for selecting a mobile home rather than a duplex? (B)
A. Mobility
B. Economy
C. Efficiency
D. Durability

_____6. The major reason a family would decide to live in a condominium rather than a rental apartment would be: (A)
   A. More living space
   B. Fewer maintainance problems
   C. Location
   D. Privacy

_____7. Which of the following is a disadvantage of cooperative housing? (C)
   A. Having a say in how the corporation is run
   B. Meeting and working with new people
   C. Following majority rule on issues concerning the corporation
   D. Being able to select your neighbors

Put an A before each statement that refers to renting a home and a B before each statement associated with buying a home.

_____ 8. Freedom from repair and maintenance (A)

_____ 9. Provides an investment (B)

_____10. Minimum financial risk (A)

_____11. Can deduct interest payments and property taxes on income tax (B)

_____12. Direct control over the cost of housing (A)

_____13. Freedom to redecorate or remodel (B)

_____14. Provides sense of security (B)

_____15. Helps to establish a credit rating (B)

_____16. More opportunity for developing creative activities and hobbies (B)

_____17. More apt to develop interest in the community (B)

## HOUSING

Number 5.1

Objective: The learner will list sources of help in acquiring housing.

Domain: Cognitive Level: Knowledge

Multiple Choice

_____1. All of the following are good sources of help in acquiring housing EXCEPT: (C)
A. Classified Ads
B. Local Housing Authorities
C. Post Offices
D. Apartment Complexes

_____2. The LEAST reliable source of help in acquiring housing is a: (A)
A. Bulletin board
B. Realtor
C. Classified ad section of newspaper
D. Chamber of Commerce

_____3. A landlord is a person who: (B)
A. Sells homes
B. Rents apartments or houses
C. Shows you around the town
D. Builds homes

_____4. A realtor is a person who: (D)
A. Handles loans at the bank
B. Designs homes
C. Connects utilities in the home
D. Sells and rents homes

_____5. Which of the following is the least acceptable source of help for finding housing? (B)
A. West Virginia Housing Authority
B. Mobile Home Dealer
C. Realtor
D. Welfare Department

True-False

T F 6. Many cities publish a booklet that lists houses and apartments for rent or sale. (T)

T F 7. The minister or priest of a local church can help a person find housing in a new community. (T)

T F 8. College, business and industrial referral services are of little help in acquiring housing. (F)

T F 9. Signs are often placed in the windows of homes indicating that they are for sale or rent. (T)

T F 10. The BEST source of help for acquiring housing is to ask a person who lives in the area for advice. (F)

T F 11. Apartment complexes advertise available apartments in the "for rent" ads of a newspaper. (T)

Number 5.2

Objective: Given a list of community resources, the learner will explain the services provided by each.

Domain: Cognitive: Level: Comprehension

Multiple Choice

_____1. Which service does a realtor provide? (B)
A. Loaning money at the bank
B. Selling homes
C. Managing apartment complex
D. Connecting utilities

_____2. The Welfare Department helps you with housing in all of the following areas EXCEPT: (D)
A. Finding a home
B. Repairing the home that you own
C. Supplementing your bills
D. Loaning you money to buy a home

_____3. Which of the following information about a home is least likely to appear in a classified ad? (A)
A. Floor space
B. Size
C. Rent/month
D. Location

_____4. Walking through neighborhoods in a city provides the perspective buyer with all of the following EXCEPT the: (C)
A. Conditions of the neighborhood
B. Types of housing in the neighborhood
C. Zoning laws in the neighborhood
D. Type of people who live in the neighborhood

True-False

T F 5. The white pages in the telephone book cites examples of agencies who help in locating housing. (F)

T F 6. Besides acquainting you with the community, the welcome wagon representative can help a person in finding housing. (T)

T F 7. The Chamber of Commerce explains the services which its town offers such as sanitation, recreation and location of available housing. (T)

T F 8. College, business and industrial referral services help people, with whom they are associated, find housing by sending them to the realtor. (F)

T F 9. The local housing authority provides financial assistance for people buying homes. (T)

Matching

_____10. Tells you the houses he is building that will be for sale (D)

_____11. Explains the community and resources available (A)

_____12. Charges money for his/her services in helping you find a home (B)

_____13. Tells you of other apartments that he/she has for rent (E)

_____14. Lends you money when you buy a home (C)

A. Welcome Wagon Representative

B. Realtor

C. Loan Officer

D. Contractor

E. Landlord

F. Architect

G. Minister

H. Tenant

# HOUSING

Number 6.1

Objective: The learner will describe factors to be considered when choosing a neighborhood in which to live.

Domain: Cognitive    Level: Comprehension

True-False

When deciding where to live it is important to consider the:

T F 1. Distance from work. (T)

T F 2. Condition of the neighborhood. (T)

T F 3. Neighbor's type of employment. (F)

T F 4. Types of housing. (T)

Using the following advertisement, answer the questions below.

> ESPECIALLY FOR YOU - $^{1}$3 bedroom, 1½ baths $^{2}$on a woody 2 acre lot outside of Jonestown. $^{3}$Located in an environmentally safe and nuisance free area.

True-False

T F 5. Statement #1 is a factor to consider when choosing a neighborhood. (F)

T F 6. Statement #2 is a factor to consider when choosing a neighborhood. (T)

T F 7. Statement #3 is a factor to consider when choosing a neighborhood. (T)

Using the following advertisement, answer the questions below.

ON A LOW BUDGET? WE HAVE A HOUSE FOR YOU!!!
[1]This lovely home can be found nearby I-75.
[2]Close to the industrial plants. [3]2 bedrooms,
bath, living room, kitchen/dining comb. [4]Low 30's.

YES-NO

_____ 8. Is statement #1 a factor to consider when choosing a neighborhood? (YES)

_____ 9. Is statement #2 a factor to consider when choosing a neighborhood? (YES)

_____10. Is statement #3 a factor to consider when choosing a neighborhood? (NO)

_____11. Is statement #4 a factor to consider when choosing a neighborhood? (NO)

True-False

T F 12. When choosing a neighborhood, it is vital to consider the floor plan because of the possibility of errosion. (T)

Matching

On the line to the left of each type of planned neighborhood in Column A, write the letter from Column B which identifies the neighborhood. Each neighborhood may be used once, more than once or not at all.

| Column A | Column B |
|---|---|
| _____13. All lots are the same size and shape (D) | A. Oval arrangement |
| _____14. Different shapes of lots and streets (B) | B. Contour arrangement |
| _____15. Fewer homes together in group (C) | C. Cluster arrangement |
| | D. Gridiron arrangement |
| | E. Level arrangement |

_____ 16. All of the following would be an important consideration in choosing a neighborhood in which to live EXCEPT: (B)

A. Community
B. Social Distance
C. Neighborhood
D. Region

Number 6.2

Objective: Given case studies, the learner will evaluate the appropriateness of the neighborhoods.

Domain: Cognitive Level: Application ↑

Multiple Choice

_____1. Mr. and Mrs. Davis are an elderly couple. Mr. Davis is blind and Mrs. Davis has severe arthritis. Which of the following neighborhoods would be most appropriate for them? (A)
A. One which is located directly on the bus line
B. One which is located within walking distance of stores
C. One which is located 7 miles from major facilities
D. One which is located 15 miles from major facilities

_____2. Mr. and Mrs. Thomas are expecting a baby. They own their furniture and have a dog. The apartment where they live now will be too small for them when the baby arrives. Which of the following will be a problem for them in finding a new apartment? (C)
A. One in which they can entertain friends frequently
B. One which is furnished
C. One which will accept children and pets
D. One which has plenty of parking space

_____3. Mr. Schmidt is prejudiced against all people except those of his race and religion (white and Amish). Which part of the country would best meet his needs? (D)
A. "Little Havana" in Miami, Florida
B. "Chinatown" in San Francisco, California
C. "Harlem" in New York, New York
D. "Pennsylvania Dutch Country" in Lancaster, Pennsylvania

_____4. Mrs. Johnson is retired and does not drive. Which factor would be most important for her to look at when choosing a neighborhood? (C)
A. Health Facilities
B. Recreational Activities
C. Transportation Facilities
D. Educational Facilities Available

_____5. Mr. Brown is retired and does not drive. He should look for a: (A)
A. Compact neighborhood
B. Neighborhood close to a super highway
C. Large urban city
D. Home isolated in the country

Brad and Sally Blake, their two children, ages 2 months and 5 years, and an elderly aunt moved to a new neighborhood. Brad works at the airport, ½ mile from their new home. The closest medical facilities are thirty miles away. There is a school within walking distance but it has poor facilities and doesn't offer a quality education.

True-False

T F 6. The Blakes selected an appropriate neighborhood. (F)

T F 7. Living near an airport will pose problems for the Blakes. (T)

T F 8. The Blakes should have selected a neighborhood closer to medical facilities and with good schools. (T)

_____9. Which of the following is the biggest advantage to the Blake's new neighborhood? (A)
A. Brad's work is there
B. A school is there
C. The Blakes can go to the airport whenever they want.

_____10. Which factor should have been an important consideration when the Blakes chose a neighborhood? (D)
A. Quality and location of medical facilities
B. Quality and location of educational facilities
C. Distance to Bill's work
D. All of the above

_____11. Which type of neighborhood would have been more appropriate for the Blakes? (B)
A. One with medical facilities and schools five miles away and 60 miles from the airport
B. One with medical and educational facilities 10 miles away, good transportation available and 20 miles from the airport
C. One located 6 miles from the airport and 5 miles from educational facilities, with high levels of pollution and inadequate fire protection.

Number 6.3

Objective: Using a checklist, the learner will evaluate community recreation and entertainment opportunities and tell how these would influence housing decisions.

Domain: Cognitive Level: Application ↑

Multiple Choice

_____1. John is a 27 year old, single lawyer who likes to socialize with friends at clubs, theatres and restaurants. He likes to play tennis and swim. Which housing location would be best for him to choose? (A)
A. suburban/residential
B. industrial/residential
C. commercial/residential
D. Both B and C

_____2. Mr and Mrs. Bartug have 2 daughters, ages 8 and 9. The Bartug's are moving to a new town. A neighborhood with which type of recreation would be best for them? (B)
A. golf club
B. swimming pool
C. industrial park
D. restaurants

_____3. Sue is looking for a house and wants to make a checklist of things to consider in choosing a neighborhood. Which of the following would be LEAST appropriate for her to choose when looking at entertainment and recreational opportunities? (D)
A. Hiking, skiing, golf club
B. Swimming, theatres, restaurants
C. Ice skating, hocky, park
D. Handball, tennis club, industrial park

_____4. Bill Jones is 35, married and has 2 children. He and his wife like to entertain people their own age. Their children are very extroverted. Which of the following neighborhoods would be best for the Jones? (C)
A. A community that consists of retired people
B. A community that consists mainly of college students
C. A community that consists of middle age couples with children
D. A community that consists of "singles".

Below are two descriptions of neighborhoods. Statements of peoples' recreational likes and dislikes follow. Determine which neighborhood would best meet the recreational and entertainment likes and dislikes of each person.

A. A quiet Southwestern community located on the ocean. Facilities for many outdoor sports are available nearby.

B. A college town located in the Northern part of the country.

_____5. Linda and Tom like to water ski. (A)

_____6. Jacob and Helen are an elderly retired couple. (A)

_____7. Joe likes to play hockey. (B)

_____8. Anne likes to fish. (A)

_____9. Beth likes to go sledding and ice skating. (B)

_____10. Carol enjoys plays, concerts, football games and lectures. (B)

Neighborhood A provides plenty of peace and quiet. Neighborhood B offers many recreational activities.

True-False

T F 11. Neighborhood A would be best for the person who always wants something to do. (F)

T F 12. Neighborhood B would be best for a couple with children. (T)

Mary Henderson moved to Friendly. Upon her arrival, she found a lovely neighborhood in the country near a lake.

T F 13. If Mary loves to swim, the neighborhood would be appropriate for her. (T)

T F 14. If Mary hates insects, the neighborhood would be appropriate for her. (F)

T F 15. If Mary enjoys nature, the neighborhood would be appropriate for her. (T)

Number 7.1

Objective: Given a description of a family situation, the learner will identify the advantages and disadvantages of owning and renting under these circumstances.

Domain: Cognitive Level: Application ↑

Situation I

Phil and Betty Jackson have been married for three months. Phil is being transferred to Dallas, Texas. Although he hopes to stay with this job for at least five years, he could be transferred sooner.

True-False

T F 1. Buying a home would help Phil and Betty establish a credit rating in Dallas. (T)

T F 2. If Phil transferred, owning a home, rather than renting one, would permit the Jacksons more freedom to move. (F)

T F 3. Owning a home would allow Betty the freedom to remodel or redecorate. (T)

Situation II

The Martin's are an elderly couple who own a home in the country. Mr. Martin will retire in six months. The Martins are trying to decide whether to keep their home or sell it and rent an apartment in town.

T F 4. Renting an apartment would increase the Martin's amount of privacy. (F)

T F 5. If the Martins decide to rent, Mr. Martin would be responsible for the repairs. (F)

T F 6. Mr. and Mrs. Martin could entertain on a larger scale if they chose to rent. (F)

T F 7. Renting an apartment would decrease the Martins worries about property value. (T)

Situation III

Joe and Helen Parker have three children, ages 12, 8 and 4. Joe's career as an Army officer involves changing locations frequently. They will be moving to an area which has both housing for rent and for sale. They are currently renting a small apartment.

True-False

T F 8. Owning a home would help stabilize the Parker's housing costs. (T)

T F 9. Owning a home would be a form of savings for the Parkers. (T)

T F 10. Owning a home would increase the amount of maintainance and repair for which Joe would be responsible. (T)

T F 11. Owning a home would allow the Parkers more social freedom. (T)

Number 7.2

Objective: Given a case study, the learner will choose between buying and building and justify the choice.

Domain: Cognitive Level: Application ↑

Case Study

Dan and Mary O'Donald have good jobs. They are very active in community affairs. One of their good friends is a contractor. He has discussed the advantages of building and buying a home with them. They own a nice piece of land in the community, but they now rent. After much consideration, the O'Donalds' decide to build.

_____1. Which of the following reasons best justifies the O'Donald's choice? (A)
   - A. They own a lot.
   - B. They are good friends with the contractor.
   - C. They have plenty of time to spend with the builders.

Case Study

Roberta Thompson is a confirmed bachelorette. She is ready to invest in a home and has saved $10,000. Roberta loves interior decorating and has lots of time to indulge in her interest. Transportation is not a problem, so the choice of neighborhood would not be influenced by this factor. She is still not sure whether she wants to build or buy.

_____2. Roberta should: (A)
   - A. buy because she has a down payment.
   - B. buy because she has no time to spend decorating.
   - C. build because she knows exactly what she wants.
   - D. build because the location is near her place of employment.

Case Study

The McConnells must be in Mayville in three months for Mr. McConnell to begin his new job. They contacted a realtor who told them about a home for sale. Although it sounds very nice, Mrs. McConnell is skeptical about buying a home she hasn't seen. They also contacted a builder who gave them a reasonable estimate for building a new home.

_____3. The McConnells should: (D)
- A. buy because they can move in as soon as the deal is closed.
- B. build because they have a reasonable bid from a contractor.
- C. build because they have plenty of time to do it.
- D. rent for the time being.

Case Study

Jim and Sally Blake will be moving to Friendly in 5 months. John has accepted a job as an engineer and Sally will work as a nurse at the hospital. Jim is a very good builder and likes to work with his hands. Sally enjoys decorating and the challenge of "fixing up" a home. The Blakes have saved $10,000 for housing. However, they want to get a good buy because they want to start saving money to start a family.

_____4. Which type of housing would be best for the Blakes? (B)
- A. Buy a new home in an exclusive section of town
- B. Buy an older home
- C. Build a new home

T F 5. Because the Blakes need housing in 5 months, they should buy instead of build a home. (T)

T F 6. The Blakes have plenty of time to build a home before they move to Friendly and need it. (F)

_____7. Which of the following could be justification(s) for the Blakes buying an older home? (D)
- A. They have enough money for a down payment.
- B. They would enjoy remodeling an older home.
- C. They are more likely to find a better buy on an older home in need of some repairs.
- D. All of the above.

Case Study

Bill and Grace Slate have been married for eight years. Their daughter is four years old and will go to nursery school in the fall. Grace is a secretary and is working on a teaching degree in her spare time. Bill is an accountant at an industrial plant. He likes to "tinker" around the apartment and work with wood in his spare time. He tries to help Grace with household chores as much as possible to give her more time to study. They have saved $13,000 for a home. The Blakes plan to build a home.

Write T if the statement below correctly justifies the choice Bill and Grace made. If it does not justify their choice, write F.

_____8. Bill and Grace are employed at good steady jobs. (T)

_____9. Bill enjoys building in his spare time. (T)

_____10. Grace has spare time to help the builders. (F)

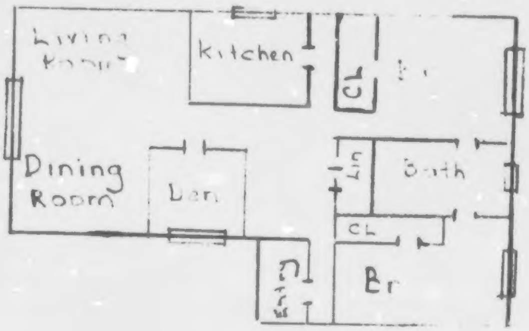
_____11. Bill and Grace have a down payment for their home. (T)

Number 8.1

Objective: Given pictures and descriptions of dwelling places, the learner will analyze each in terms of safety, circulation, zoning, lifestyle, space, energy, efficiency and individual needs in relation to specific family situations.

Domain: Cognitive Level: Application↑

Questions 1-5 refer to the following floor plan.



True-False

T F 1. The den is located in a quiet zone which is conducive to studying. (F)

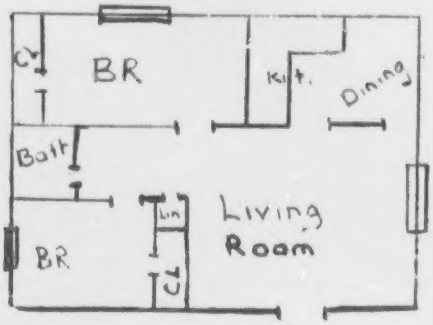
T F 2. The flow of traffic in this plan would allow for efficient entertaining. (F)

T F 3. The bedrooms are located so they will provide a maximum amount of privacy. (T)

T F 4. The bathroom is accessible to guests. (F)

T F 5. Rooms could easily be added to this floor plan. (T)

Questions 6-10 refer to the following floor plan.


Cl
BR
Kit.
Dining
Bath
Lin
Living Room
BR
Cl

T F 6. Trash or garbage may be disposed of efficiently from the kitchen. (F)

T F 7. This plan allows for privacy in the bath. (T)

T F 8. Food could conveniently be served in the home. (T)

T F 9. Guests could easily be entertained in this home. (T)

T F 10. The traffic flow plan goes along the center of the living room. (T)

# HOUSING

Number 9.1

Objective: Given a list of initial costs and other fees, the learner will categorize those associated with renting, buying and building housing.

Domain: Cognitive

Level: Comprehension

Mark an "R" before the items listed which are costs of renting and a "B" before those which are for buying.

_____1. Insurance of the building (B)

_____2. A down payment is made (B)

_____3. A security deposit is required (R)

_____4. A surveyors fee is paid (B)

_____5. A title search fee is paid (B)

_____6. Closing costs are paid (B)

_____7. Employment of a building doorman (R)

True-False

T F 8. One thing to request when obtaining a mortgage is "points". (T)

Multiple Choice

_____ 9. Which of these is the most expensive way of paying for an existing house? (A)

A.
B. Cash
C. Land grant
D. Lease

_____ 10. Most home financing today is through which of the following? (A)
A. Conventional mortgage
B. FHA insured loan
C. VA guaranteed loans
D. Land grant contract

_____ 11. When would a binder be used in pricing housing? (C)
A. By a bank when you buy a house
B. By a landlord when you sign a lease
C. By a realtor when you sign an option with a serious intention to buy
D. By a landlord when you move into his building

_____ 12. A mortgage may be a cost to you in all of the following except: (C)
A. Buying
B. Building
C. Renting
D. Both A & B

_____ 13. All of these are financial advantages of renting except: (C)
A. Maintenance costs are covered by the owner.
B. Taxes are paid to the owner.
C. Investment may be built up.
D. No heavy initial investment is needed.

_____ 14. You have purchased a house with a mortgage. You want to calculate your monthly housing costs. To do this, you would include all of the following except: (A)
A. Income tax
B. Maintenance allowance
C. Heating bill
D. Real estate tax

____ 15. Which of the following is the most expensive method of transporting your goods across the country? (B)
A. Rent a U Haul truck or trailor.
B. Hire a moving company.
C. Use your own truck
D. Both A and C

_____ 16. Which of the following is not part of your monthly mortgage payment? (B)
A. Principle
B. Upkeep
C. Interest
D. Escrow

# HOUSING

Number 9.2

Objective: Given a list of information on costs of housing, the learner will calculate the monthly living cost.

Domain: Cognitive

Level: Application ↑

Multiple Choice

_____1. The Sestins have a $20,000 mortgage on their home for a period of 30 years. With an interest rate of 8% and an interest factor of $7.34, the Sestin's monthly mortgage payment will be: (B)
A. $124.70.
B. $146.80.
C. $240.10.
D. $310.00.

Situation I

Each month, Bill pays a $200 mortgage payment, $15 on house repairs and maintenance, $18 in property tax and $55 for utilities. Bill has a monthly net income of $850.

Questions 2,3,4, and 5 refer to expense situation I.

_____2. What percentage of Bill's monthly income is spent on the mortgage? (B)
A. 41%
B. 24%
C. 13%
D. 11%

_____3. What percentage of Bill's monthly income is spent on property tax? (C)
A. 21%
B. 10%
C. 2%
D. 1%

_____4. What percentage of Bill's monthly income is spent for maintainance and repairs? (C)
A. 7%
B. 3%
C. Less than 1%
D. None of the above

_____5. What percentage of Bill's monthly income is spent on utilities? (B)
A. 21%
B. 6%
C. 1%
D. Less than 1%

Situation II

Sam and Terri Jones have a combined monthly income of $1200. Their monthly expenses include: $350 for rent, $15 parking fee, $40 for electricity, $10 for renters insurance, a $21 phone bill and a $30 gas bill.

_____6. What percentage of their monthly income do the Jones spend on utilities? (A)
A. 7%
B. 19%
C. 31%
D. 40%

_____7. What percentage of their monthly income do the Jones spend on rent? (B)
A. 21%
B. 29%
C. 37%
D. 41%

_____8. What percentage of their monthly income do the Jones spend on renters insurance? (A)
A. Less than 1%
B. 7%
C. 13%
D. 20%

Situation III

The Smiths want to buy a home. Their combined annual income is $15,000 a year.

_____9. As a general rule, what can the Smiths afford to spend for the purchase price of a home? (C)
A. 1½ times their annual income
B. 2 times their annual income
C. 2½ times their annual income
D. 3 times their annual income

_____10. How much can the Smiths afford to spend for the purchase price of a home? (D)
A. $60,000
B. $45,000
C. $22,500
D. $37,500

Situation IV

The Jacksons bought a home which cost $25,000 and they made a $10,000 down payment. They took out a 20 year mortgage for $15,000 at an interest rate of 7½%.

_____11. What will the Jackson's monthly housing payment (principal and interest) be? (B)
A. $115.24
B. $120.84
C. $125.84
D. $130.00

_____12. The total that the Jacksons will pay in interest for the 20 years is: (C)
A. $19,861.24
B. $12,000.06
C. $14,001.60
D. $16,760.80

_____13. The total cost (down payment, principal and total interest) of the Jackson's home is: (B)
A. $35,001.60
B. $39,001.60
C. $41,002.60
D. $41,000.60

Number 10.1

Objective: Given sample documents, the learner will identify the meaning of legal terms.

Domain: Cognitive Level: Knowledge

True-False

T F 1. When you assign a lease, you transfer total responsibility for the property. (T)

T F 2. An agreement of sale is a claim against property that a buyer gives to a lender of money as security for the borrowed money. (F)

T F 3. A deed is the legal document by which the title to property is transferred. (T)

T F 4. Eviction means forcing a renter to leave the property before the rental agreement expires. (T)

T F 5. An appraisal is done on property to determine its present worth. (T)

T F 6. A written lease is the most common legal document for rental agreements. (T)

Matching definitions to legal terms.

| | |
|---|---|
| _____7. A copy of a public record concerning property (B) | A. agreement of sale |
| | B. abstract of title |
| _____8. A claim against property given to the lender as security for borrowed money (F) | C. closing cost |
| | D. lease |
| _____9. The fees for settling the legal and financial matters involved in buying property (C) | E. deed |
| | F. mortgage |
| | G. title |

_____10. The right of ownership and possession to particular property (G)

_____11. The agreement on the use of property for a specific period of time (D)

Section from a lease:

In questions 12,13, 14, and 15, match the letter of the underlined word with the definition.

$^{a}$Lessee will not allow $^{b}$Premises to be used for any purpose that will increase the rate of insurance thereon, nor for any purpose other than herein specified, nor to be $^{c}$occupied in whole or in part by any other persons, and will not $^{d}$sublet the same, nor any part thereof, nor $^{e}$assign this $^{f}$lease without consent of the $^{g}$lessor first, and will not permit Premises to be used for any unlawful purpose, or purpose that will injure the reputation of the same or of the building which they are a part or disturb the $^{h}$tenant of such building or neighborhood.

_____12. Legal agreement you entered into to obtain use of the property (F)

_____13. Person renting in a building (H)

_____14. To transfer part interest in the property for a period of time (D)

_____15. Landlord (G)

Multiple Choice

_____16. When landlords or tenants cannot fulfill the promises in their lease, the result is: (A)
- A. Breach of contract
- B. Renewal
- C. Eviction
- D. Sublet lease

_____17. The fund that holds money involved in a mortgage agreement until the transaction is final (the loan paid in full) is: (B)
- A. Budget
- B. Escrow
- C. Investment
- D. Endowment

_____18. An extra fee charged if you complete the mortgage payments before the date due is the: (D)

A. Finance charge
B. Interest rate
C. Annual % rate
D. Prepayment penalties

_____19. Forcing a renter to leave the property before the rental agreement expires is a/an: (C)

A. Foreclosure
B. Breach of contract
C. Eviction
D. Assignment of the lease

Number 10.2

Objective: Given sample documents the learner will explain the conditions of the agreements.

Domain: Cognitive Level: Comprehension

Multiple Choice

_____1. Which type of deed offers the greatest protection to the buyer? (A)
A. general warranty deed
B. specific warranty deed
C. quitclaim deed
D. cooperative deed

_____2. When a person moves into a cooperative unit, he/she: (A)
A. Holds stock in a non profit corporation
B. Owns the apartment as if it were a separate house
C. Rents his/her apartment from a landlord
D. Sublets a floor of a building

True-False

T F 3. An agreement of sale should include the financial status of the buyer. (F)

T F 4. An agreement of sale should include detailed descriptions of the real estate. (T)

T F 5. An agreement of sale should include a description of the legal location. (T)

T F 6. An agreement of sale should include the amount of the down payment. (T)

T F 7. An agreement of sale should include the terms of the property insurance. (F)

_____ 8. An agreement of sale should include the delivery date of the property. (T)

_____ 9. An agreement of sale should include the total purchase price. (T)

Read the following sections from a legal signed lease. Answer the questions below each section.

Lease between Marilyn and Joe Heath and the Diablo Enterprises Inc.

Section A
Lessee hereby leases from Lessor for residential purposes the premises designated as Apt. C Northbrook Terrace. Lessee has examined and knows the conditions of the premises. Lessee has received the premises in good order and repair except as may be otherwise specified below. No other agreements concerning the condition or repair of the premises have been made except as expressed herein.

T F 10. Under the terms of the lease, the Heaths are entitled to free parking. (F)

_____ 11. During the first month in the apartment, Joe found a large hole in the carpet. Window screens had been piled over the hole. What is the best action for Joe to take? (C)
   A. Ignore the hole since he didn't make it.
   B. Contact the landlord and ask him to replace the carpet.
   C. Contact the landlord and come to an agreement as to what must be done and who pays for it.
   D. Ignore the hole until the landlord discovers it.

Lease between Marilyn and Joe Heath and the Diablo Enterprises Inc.

Section B
Lessor will supply hot and cold water to the premises for the use of the lessee. Lessor will also supply heat in reasonable amounts necessary from October 1 to May 31. In addition, the landlord will supply the following utilities to the demised premises: (indicate as appropriate)
electric_____gas_____phone_____garbage removal_____ trash removal_____
other__________

T F 12. Joe is cold one night in September and complains about the lack of heat. Under the lease he is entitled to heat. (F)

T F 13. If Joe and Marilyn want a phone, the landlord has to provide a hook up for it. (F)

Lease between Marilyn and Joe Heath and the Diablo Enterprises Inc.

Section C
Lessee will take good care of the apartment demised. No cat, dog, bird or other animal will be kept in or about the premises. Cooking shall be done only in the kitchen and under no circumstance on the porches, balconies or in other exterior areas. Upon termination of this lease, the lessee will vacate the premises, return all keys and leave the premises in as good condition as it was received (with allowances for normal wear and tear). Lessee agrees to repair all damage resulting from misuse or neglect. Upon lessee's failure to make such repairs, after reasonable notice by lessor, the lessor may make such repair and the lessee shall be liable for any reasonable expense incurred.

T F 14. Marilyn broke a ceiling fixture in the living room while practicing her golf swing. The landlord notified Joe to replace the fixture. After 3 months, the landlord replaced it and sent Joe a bill for $45.00 for the fixture and installation. The landlord was within his rights under the lease to charge Joe for the light. (T)

T F 15. Joe and Marilyn like to entertain and just bought a new grill. This will be useful in their apartment. (F)

Lease between Marilyn and Joe Heath and Diablo Enterprises Inc.

Section D
The lessee will not assign this lease or sublet the premises without written consent of the Lessor.

_____ 16. Joe is transferred to another town and would like to sublet the apartment. What must he do? (B)

A. Talk to the landlord about it.
B. Get written consent from the landlord.
C. Breach the contract.
D. Have the new people notify the landlord and move in.

T F 17. The above section of the lease is a binding part of the agreement. (T)

Lease between Marilyn and Joe Heath and the Diablo Enterprises Inc.

Section E
Lessee has deposited with the Lessor a security deposit of ________ for the performance of all agreements herein. Said deposit may be applied by Lessor toward payment of any amounts due from Lessee. Upon termination of the lease, that portion of the security deposit which remains unapplied shall be returned to the Lessee. When any portion of the security deposit is applied by the Lessor toward repair of property damage, Lessor shall provide to Lessee an itemized statement of such damage and of the actual cost of the repairs.

T F 18. At the end of the lease period, the landlord deducted $75 from the Heath's security deposit and said it was for clean up. Under the lease Marilyn and Joe are entitled to a better explanation. (T)

____19. Under the lease, Marilyn and Joe should be shown damages on: (D)
A. a finance charge
B. an interest statement
C. a deposit slip
D. an itemized statement

Lease between Marilyn and Joe Heath and the Diablo Enterprises Inc.

Section F
If the Lessee shall continue to occupy the premises after the expiration date, then the Lessor may, at the Lessor's option, serve written notice on the Lessee within 30 days, indicating that such a "holding over" constitutes a renewal of this lease for one year at double the rental specified in Section E.

____20. Joe and Marilyn decided to stay in the apartment for an extra 2 weeks after the lease ended. Under the lease the landlord can: (D)
A. Serve notice in 30 days
B. Renew the lease 1 year at double the rent
C. Foreclose on their furnishings
D. Both A and B

____21. A "holding over" on a lease is: (A)
A. A breach of contract.
B. A foreclosure.
C. An eviction
D. An option.

Number 11.1

Objective: Given government regulations, e.g. zoning codes, building codes, and subdivision regulations, the learner will compare these in relation to the restrictions

Domain: Cognitive Level: Application

T F 1. Zoning is the widely accepted method by which society controls public building occupancy. (F)

T F 2. Minimum property standards are legal restraints that affect housing. (T)

_____3. What group sets building standards that may be higher than those set by the FHA? (B)
A. The Police Department
B. The Developers
C. The Real Estate Agency
D. The Extension Service

_____4. The restrictions that a subdivision places on the property within its boundaries are considered: (A)
A. Private covenants
B. Guide systems
C. Property types
D. Laws

_____5. A variance in a mechanism is granted to permit: (C)
A. a change in the government of a town.
B. a rural community to incorporate.
C. a change in the zoning law of a community.
D. snarled traffic and building patterns.

All of the following are laws and regulations. Place the correct letter in front of the statement to describe what it deals with.

A. Zoning Restriction
B. Building Code
C. Subdivision Restrictions

_____6. Chimney walls must be capped by a 2" thick edge. (B)

_____7. The land can be used for industrial sites only, factories or warehouses. (A)

_____8. All utility lines must be underground. (C)

_____9. Lotline walls (as in town houses) must have at least a 2 hour fire resistance rating. (B)

_____10. The division of a city into districts for..... (A)

_____11. Domestic cooking ranges must have a 2'6" clearance between the range top and cabinets above it. (B)

_____12. Buildings must have proper ventilation and electric facilities. (B)

_____13. Swimming pools, built in the ground, must be fenced 100%. (B)

_____14. Clotheslines, service yards and wood piles shall be kept screened from the view of neighboring property. (B)

_____15. Through traffic, that does not directly serve the community, is restricted. (A)

_____16. Fireplaces must have noncombustible framing. A separate flue is required for each fireplace. (B)

_____17. Floors must be safe, be adequate to support all loads and avoid excessive vibrations. (B)

_____18. No unused autos or machinery shall be on the property outside of an enclosed building. (C)

_____19. Some diversion device must be installed on a home for run off of rain water. (B)

Number 12.1

Objective: Given a list of criteria to consider when seeking a home, the learner will select those that are important energy savers.

Domain: Cognitive Level: Application ↑

Below is a list of criteria to consider when seeking a home. Write T in the blank if you think the statement is important in saving energy and write F if it is not an energy saver.

_____1. Regardless of the type of home, it should be well insulated. Check ceiling and floor insulation by looking in the attic and basement. (T)

_____2. Consider the orientation. Will the orientation of the windows be beneficial or a problem? In hot climates, the homes should be shielded from the sun; in cold climates, heat from the winter sun should be utilized. (T)

_____3. Consider police and fire protection, health and sanitation services, and the kinds of recreation available to all members of the family. (F)

_____4. Check windows and doors. They should be protected with storm panels. They should open for ventilation. (T)

_____ 5. The heating and cooling system should be in good working order. The ducts should be adequately insulated. (T)

_____ 6. Look for homes with less exterior wall area for the same amount of living space. (T)

_____ 7. A home with an East-West orientation will have a smaller heat gain than one with a North-South orientation. (T)

_____ 8. The electrical wiring should be ample to take care of peak loads of electrical use. (F)

_____ 9. Storage space should be considered throughout the house. Ample storage space in the kitchen and bathroom are important as well as the size of closets in each bedroom. (F)

Below is a list of things that a person might consider when buying a home. Mark X beside those items that would affect energy use.

_____10. Amount of hall space (X)

_____11. Heating system adequate and in good condition (X)

_____12. Roof in good condition

_____13. Adequate wiring for appliances (X)

_____14. Floor plan permits easy flow of traffic

_____15. Storm windows and doors. (X)

_____16. Stairways have hand rails

_____17. Weather stripping on doors and windows (X)

_____18. Foundation and supporting structures sound

_____19. Cracks are caulked (X)

_____20. Insulation in walls, attic and under floor (X)

_____21. Free of termites

_____22. Floors are free of cracks (X)

_____23. Basement is moisture proof

_____24. Bedrooms accessible without passing through the living room

_____25. Thickness and structure of walls (X)

_____26. Wall surfaces free of cracks (X)

_____27. Floors carpeted (X)

_____28. House placed on the lot to take advantage of sunlight (X)

Number 12.2

Objective: Given case studies, the learner will list the energy problems and determine a solution for each.

Domain: Cognitive Level: Application↑

Case Study

The Jones just bought a twenty-five year old, two story frame home. Their heating bills are extremely high. The heating system is a gas conversion burner. There are no storm windows or doors and the attic has two inches of insulation.

Multiple Choice

_____1. The Jones should: (A)
- A. replace their gas conversion burner with a new heating system.
- B. clean the conversion burner.
- C. add a fireplace to their home.
- D. add a wood burning stove to their home.

_____2. The flow of air around the Jones windows could be eliminated by: (D)
- A. adding caulking.
- B. adding putty.
- C. adding storm windows.
- D. all of the above.

_____3. Air flow around the Jones' doors could best be corrected by the addition of: (C)
- A. caulking.
- B. putty.
- C. storm doors and weather stripping.
- D. weather stripping.

_____4. Two inches of insulation in the attic should: (B)
- A. be replaced.
- B. doubled in thickness.
- C. covered with a layer of plastic.
- D. be enough to control the air flow.

_____5. Insulation in a 25 year old home needs to be checked: (D)

A. in the walls.
B. in the attic.
C. in the basement.
D. all of the above.

_____6. The Jacksons own a mobile home. Which of the following will save them the most energy? (A)

A. A skirt or foundation under the mobile home
B. A dark roof
C. 3 inches of insulation between the walls
D. Wall to wall carpeting

_____7. The Filmores believe their heating bills are too high for the size of their home. Which factor would not have an effect on their heating bill? (B)

A. Storm windows
B. Amount of storage space
C. Type of heating system
D. Insulation

_____8. The Jones noticed that their outside walls felt cold in the winter and warm in the summer. They probably need: (D)

A. putty.
B. weather stripping.
C. storm windows.
D. insulation.

_____9. Jim Smith noticed that drafts come in along the sides of the door and around the panes of the window. To reduce the draft along the door, Jim should: (C)

A. caulk the side of the door.
B. put putty along the side of the door.
C. weather strip the door.
D. insulate the door.

_____10. To reduce the draft around the window panes, Jim should add: (B)

A. caulking.
B. putty.
C. weather stripping.
D. a new glass.

The Blakes are very energy conscious. They want to accomplish the tasks in Column A to save more energy in their home. Select the answer in Column B that will help the Blakes accomplish each task in Column A.

Column A:

____ 11. Seal air passage around doors (C)

____ 12. Hold glass securely in window frame (B)

____ 13. Keep attic air needs regulated (F)

____ 14. More efficient heating system (E)

____ 15. Control total heat escaping from windows and doors (D)

Column B:

A. Install new hot water tank

B. Putty

C. Weather stripping

D. Install storm windows and doors

E. Install new furnace

F. Insulate

# HOUSING

Number 13.1

Objective: Given situations and descriptions of housing, the learner will analyze each in terms of accessibility and use by physically handicapped or aged occupants.

Domain: Cognitive Level: Application ↑

## Case Study

Mr. and Mrs. Garrison, a retired couple, are looking for a home. Mr. Garrison is 65 years old. Due to rheumatoid arthritis, he is confined to a wheel chair. Mrs. Garrison is 68 years old and is active, although she has a heart condition. The Garrisons looked at a home with the features listed below. Place an A before each that would be an advantage to the Garrisons and a D before those that are disadvantages.

_____1. A ramp leads to the back door from the carport (A)

_____2. Doorways measure 32 inches (D)

_____3. Bathroom located on the second floor (D)

_____4. L-shaped kitchen with ample room (A)

_____5. Located five miles out in the country (D)

_____6. Large bathroom with grab bars beside tub and toilet (A)

_____7. Laundry room in basement (D)

_____8. Bedroom on first floor (A)

_____9. Built-in top loading dishwasher (D)

_____10. Clothes closets all located on second floor (D)

_____11. Located on level lot (A)

_____12. Large patio outside living room (A)

_____13. Wall to wall shag carpeting (D)

_____14. Mailbox 75 feet from house (D)

Number 13.2

Objective: Given situations, the learner will describe ways to adapt housing by aged or physically handicapped persons.

Domain: Cognitive Level: Application ↑

Situation

Mr. and Mrs. Foster are looking for a new home which will be more comfortable and convenient for Mr. Foster. Due to an automobile accident, Mr. Foster is blind and confined to a wheel chair. The Fosters are in their sixties.

Below are features that could be in a home. Before each one that would be an advantage to a aged or handicapped person, put an A. Put a D before each that would be a disadvantage.

_____1. Thresholds flush with the floor or less than ½ inch higher than the floor (A)

_____2. Light switches should be easy to reach from a sitting position. (A)

_____3. Door handles to steps or other potentially dangerous areas treated with knurking or special adhesive (A)

_____4. Bathroom located close to the bedroom (A)

_____5. Small and compact kitchen (D)

_____6. A mounted lavatory so that a person can be seated to utilize it (A)

_____7. 36 inch-wide doorways (A)

_____8. Laundry area located on the main floor (A)

_____9. Clothes closets with swinging doors (D)

_____10. Doors opening to a circulation area and not against the wall (D)

_____11. 3-4 steps leading to the front door (D)

_____12. Long narrow hallway and sharp corners (D)

_____13. Deep pile carpeting (D)

_____14. Grab rails in the bathroom (A)

_____15. Ramps instead of stairs (A)

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# PARENTING

| Obj. # | Level | Days of Instruction | % of Instructional Days | # of ?'s per obj. |
|---|---|---|---|---|
| 1.1 | K | | | |
| 1.2 | C | | | |
| 2.1 | C | | | |
| 2.2 | C | | | |
| 2.3 | App | | | |
| 3.1 | C | | | |
| 4.1 | App | | | |
| 4.2 | K | | | |
| 4.3 | C | | | |
| 5.1 | App | | | |
| 5.2 | C | | | |
| 5.3 | C | | | |
| 5.4 | App | | | |
| 5.5 | App | | | |
| 6.1 | C | | | |
| 8.1 | K | | | |
| 8.2 | App | | | |
| 9.1 | App | | | |
| 10.1 | App | | | |
| 11.1 | K | | | |
| 11.2 | C | | | |
| 12.1 | K | | | |
| 12.2 | C | | | |
| 13.1 | App | | | |
| 13.2 | K | | | |
| 14.1 | App | | | |
| 15.1 | K | | | |
| 16.1 | C | | | |
| 17.1 | K | | | |
| 17.2 | C | | | |
| 17.3 | C | | | |
| | | Total ______ | Total 100% | Total # of ?'s ______ |

# PARENTING

Number 1.1

Objective: Given a series of pictures, the learner will indicate the roles of the parenting figures.

Level: Knowledge

Domain: Cognitive

Directions: Write "Yes" in the blank beside each of the following tasks that represent a parenting role. Write "No" if it is not part of the parenting role.

_____1. Arranging for a babysitter (Yes)

_____2. Providing birthday and Christmas gifts (No)

_____3. Making the decision to have children (Yes)

_____4. Shopping for new furniture (No)

_____5. Providing privacy for a child (Yes)

_____6. Attending parent teacher conferences (Yes)

_____7. Providing a car and gas (No)

_____8. Taking a child to the doctor (Yes)

_____9. Providing a safe, secure, loving home (Yes)

_____10. Getting up in the middle of the night if the child needs you (Yes)

_____11. Providing guidance and consolation when necessary (Yes)

_____12. Earning a living (No)

_____13. Providing a family vacation (No)

_____14. Mowing the lawn (No)

PARENTING

Number 1.2

Objective: The learner will cite ways in which he or she has fulfilled the parenting role.

Domain: Cognitive Level: Comprehension

Place a "P" in the blank beside each action which represents a parenting role. Place a "N" beside those that are not parenting actions.

_____1. A sister taking her younger brother to the playground (P)

_____2. A grandmother rocking her new grandson to sleep (P)

_____3. A father changing the tire on the car (N)

_____4. The babysitter bathing the children before bedtime (P)

_____5. Mom and Dad buying John a new car for his 16th birthday (N)

_____6. Mother cleaning the childrens' rooms (P)

_____7. Mother washing the car (N)

_____8. As a child grows older he/ she will assume some of the responsibilities his/her parents previously performed for him/her. Some of these responsibilities might include: (D)
A. Cleaning his/her own room.
B. Fixing his/her own meals on occassion.
C. Getting a job and buying his/her own clothes.
D. All of the above

_____9. In which of the following situations is the parenting role being fulfilled? (E)
A. Taking your younger brother to a baseball game
B. Going with a friend to a baseball game
C. Watching your child play in a baseball game
D. A and B
E. A and C

_____10. Mrs. Shawl's husband left her just before the birth of her second child. She works in a sewing factory in a nearby town to support herself and children. Mary, who is 15, gets breakfast for herself and a younger brother, Johny, since their mother must leave early for work. Mary fixes dinner in the evening because her mother doesn't get home till late. Who performs the parenting role? (D)

A. Mrs. Shawl
B. Mary
C. Johny
D. Both A and B

_____11. The Andrew children have been living with their grandparents since their parents died in a plane crash. Tommy is sixteen, the twins, Robbie and Ronnie, are eight, and Jenny is fourteen. Since the grandparents are in poor health, the family has planned the household duties that each member should do. In addition to her household chores, Jenny has a babysitting job for a family down the street. Tommy has agreed to help his grandparents take care of the twins. Which person(s) fulfill(s) the parenting role? (D)

A. Grandparents
B. Jenny and Tommy
C. Grandparents, Jenny and Tommy
D. Grandparents and Tommy

## PARENTING

Number 2.1

Objective: Given case studies, the learner will identify the reasons persons in the case studies chose either to have or not to have children.

Domain: Cognitive                Level: Comprehension

Case Study A

Mary and Jim were recently married. Mary is very unhappy since Jim insisted she quit her job. She just can't find enough to do. Jim has suggested that they start a family. That would give Mary something to do instead of working.

_____1. Mary and Jim chose to have children because: (B)
A. They want a family.
B. Mary is bored and wants something to fill her day.
C. They love children.
D. They have planned it for a long time.

T F 2. Mary and Jim want to have a baby so Mary will have something to do instead of working. (T)

T F 3. Mary and Jim have a good reason for starting a family. (F)

T F 4. Mary quit her job because she wants to start a family. (F)

T F 5. Mary and Jim had planned to start a family before Mary quit her job. (F)

Case Study B

Sam, age 32, was recently promoted to vice president of Cooper's Chemicals. His wife Ellen, age 28, has just finished law school and is hoping to become a partner at a local firm. They decided not to have children until they were both established in their careers.

_____6. Sam and Ellen chose not to have children, at least for awhile, because: (C)
A. Neither of them want a family.
B. Neither of them likes children.
C. Both are involved in careers.
D. They are too old to have children.

T F 7. Sam and Ellen are too old to have a family. (F)

T F 8. Sam and Ellen do not want children until they are set in their careers. (T)

T F 9. Ellen is ready to have children. (F)

Case Study C

Janice and Bill were married the week after they graduated from high school. They immediately started their family. Now eighteen years later, their daughter Emily is just starting college. Bill just received a promotion to store manager. At the age of thirty-eight, Janice wants to start a second family. She feels that she is growing old too fast. Now that Emily is at college, Janice has lots of free time on her hands. Bill favors the idea because, after all, they can afford it.

_____10. Why do Janice and Bill want to have a child? (A)
- A. To keep them feeling younger
- B. Because Janice is in good health
- C. To celebrate Bill's promotion
- D. To have a large family

T F 11. Bill wants a baby to keep the family name going. (F)

T F 12. Bill and Janice felt they were too young to enjoy a baby when they had Emily. (F)

Number 2.2

Objective: Given case studies, the learner will list reasons the persons in the case studies should or should not have children.

Domain: Cognitive Level: Comprehension

Directions: Read each of the following case studies. Answer the questions which apply to each case study.

Case Study I

Sally was the oldest child in a family of eight children. She had a large share of the responsibility for raising her younger brothers and sisters. She decided long before she married that she did not want the responsibility for raising another child. She made sure Ben knew this before they married.

_____1. Why should Ben and Sally choose not to have children? (B)
- A. Sally dislikes children.
- B. Sally doesn't want the responsibility of raising a child.
- C. Sally doesn't feel capable of raising a child of her own.

T F 2. Sally and Ben should not have children because Sally does not want any. (T)

T F 3. Sally deceived Ben since he expected her to change her mind about raising children. (F)

T F 4. If Ben really wants children, Sally should give in and begin a family. (F)

Case Study II

As children, Allen and Lisa dreamed of working for an airline. Now, both work for United Airlines. Allen is a pilot and Lisa is a flight attendant. Whenever possible, they try to schedule flights together. Both try to arrange to have the same weekend off each month. They love the excitement and glamor of their jobs.

_____5. Why should Lisa and Allen not have children? (A)
- A. They are career oriented.
- B. They don't want children.
- C. They are not financially prepared to have children.

T F 6. Lisa and Allen should not have children because their careers are too dangerous. (F)

Case Study III

Carol is thirty-nine years old. She just discovered that she is pregnant. She has taken birth control pills for nearly ten years, but stopped recently because of the newly announced health hazards related to them. Her husband, Jim, was in a car accident four years ago and now has seizures which he is afraid the child will inherit. Carol and Jim are trying to decide if Carol should continue the pregnancy or have it terminated. Write "Yes" beside each statement that should be considered in making the decision. Write "No" beside each statement that has no influence in the decision.

_____7. Carol is around forty years old. (Yes)

_____8. Carol has taken birth control pills for almost ten years. (Yes)

_____9. This pregnancy was not planned. (Yes)

_____10. Jim has seizures as a result of an accident. (No)

_____11. Carol very recently stopped taking birth control pills. (Yes)

Number 2.3

Objective: Given a price chart and other resources, the learner will compute the cost of having and rearing a child.

Domain: Cognitive Level: Application↑

Refer to Chart I to answer questions 1-4.

_____1. In which town is the amount spent on hospital costs the most? (A)
A. Town A
B. Town B
C. Town C
D. All are about the same

_____2. In which town is the amount spent for the doctor least? (C)
A. Town A
B. Town B
C. Town C
D. All are about the same

_____3. In which town is the total cost of having a baby about $1,600? (B)
A. Town A
B. Town B
C. Town C
D. None of the above

T F 4. Room and board for the mother in Town A would be the most expensive service according to the chart. (T)

CHART I

| Town | Average hospital stay | Mother's Room & Board | Baby's stay in nursery | Labor-delivery room | Anes-thetist | Lab fee | Fetal monitor | Medication and Supplies | Obste-trician Care | Pedia-tric Care |
|---|---|---|---|---|---|---|---|---|---|---|
| A | 4 days | $150 per day | $80 per day | $300 | $45 | $[illegible]0 | $65 | $30 | $650 | $60 |
| B | 4 days | $93 per day | $75 per day | $205 | $100 | $100 | $50 | $10 | $450 | $30 |
| C | 3 days | $50 per day | $28 per day | $137 | $113 | $30 |  | $40 | $400 | $40 |

P-9

CHART II

| ITEM | COST | MINIMUM AMOUNT NEEDED TO BEGIN WITH |
|---|---|---|
| Diapers-cloth | $3.50/doz. | 5 doz. |
| Kimonos | $3.00/each | 4 |
| Undershirts | $1.50/each | 6 |
| Stretch coveralls | $2.00/each | 4 |
| Receiving blankets | $1.50/each | 5 |
| Plastic panties | $1.00/each | 6 |
| Booties | $1.00/pair | 3 |
| Bunting | $8.00/each | 1 |
| Sweater & Hat | $5.00/set | 2 |
| Crib sheets | $1.50/each | 6 |
| Disposable diapers* | $1.45/doz. | 5 doz. |

*You can choose cloth or disposable diapers but it is a good idea to keep some cloth diapers on hand.

Refer to Chart II to answer questions 5-8.

_____5. What would it cost to supply a babies minimal wardrobe needs? (A)
A. About $90
B. About $100
C. About $75
D. About $150

T F 6. If a baby is born in the summer, it will need fewer clothes than listed in the chart. (F)

_____7. If it cost you $1.00 to wash 5 dozen diapers and this had to be done every other day, would it be cheaper to use cloth or disposable diapers? (Cloth)

T F 8. Considering the cost of disposable diapers, it would be more economical to use them if you did not have a washer and dryer. (F)

CHART III

| ITEM | COST |
|---|---|
| Crib | $50-150 |
| Chest-of-drawers | $80-150 |
| Mattress and springs | $40 |
| High chair | $20-40 |
| Play pen | $29-50 |
| Swing | $17-40 |
| Dressing table | $25-55 |
| Tub | $4-9 |
| Infant seat | $7.13 |
| Stroller | $15-50 |
| Mobile | $7 |
| Walker | $20-24 |

Refer to Chart III to answer questions 9 & 10.

_____9. Suppose a crib, mattress, springs, chest of drawers and infant seat were considered the most necessary items. What would be the least amount you would have to spend? (B)

A. $353
B. $177
C. $277
D. $300

_____10. If you purchased every item on the list and were not concerned with quality, what is the minimal amount of money you would spend? (C)

A. $628
B. $478
C. $314
D. None of the above

Number 3.1

Objective: Given a specific situation, the learner will explain the different influences on parenting attitudes.

Domain: Cognitive  Level: Comprehension

Directions: Indicate which of the following situations will have a direct influence on parenting attitudes by placing a "W" for "will affect" and "WN" for "will not affect".

_____1. The father lost his job December 15th. (W)

_____2. The parents were raised in a strict home. (W)

_____3. Grandparents live on the Elk River. (WN)

_____4. Both parents are athletically oriented. (W)

_____5. The parents like modern furniture. (WN)

Directions: Circle "WILL" if the situation is likely to influence parenting behavior. Circle "WILL NOT" if it will not influence parenting attitudes.

Situation I

Kim envies her girl friends who are just graduating from college. She feels like she missed out on so much. Five years ago, when she was a junior in high school, she felt sure that marrying Brian was the ideal choice. Unfortunately, the marriage lasted only three years. Now, Kim and her two preschool children are living with her parents.

_____6. This WILL or WILL NOT have an effect on Kim's parenting attitude. (WILL)

Situation II

Sam hates it when his father drinks too much. Somehow, it seems like his mother and father always end up fighting after he drinks too much. Also, sometimes his father gets mad at him over something trivial and hits Sam with a belt.

_____7. This WILL or WILL NOT have an affect on Sam's attitude toward parenting. (WILL)

Situation III

Betty came from a very large family. She remembers having to wear handed down clothing and sharing her room with her three sisters. She would not say that her childhood was unhappy. She values having her own room. She loves to buy clothes that she likes and which actually fit.

Place an "X" before each action that Betty is likely to take when she has children of her own.

_____8. Provide privacy for her children (X)

_____9. Select clothing carefully for her children (X)

_____10. Plan family size carefully (X)

_____11. Have children share a small bedroom

_____12. Not allow children any choice in clothing selection

PARENTING

Number 4.1

Objective: Given case studies the learner will select those which illustrate effective family planning.

Domain: Cognitive Level: Application

Directions: The following situations can be considered either effective family planning or ineffective family planning. If the situation can be considered effective family planning, circle the "Y" for Yes in front of the number of the situation. If the item is considered ineffective family planning, circle the "N" for no in front of the number of the situation.

Y N 1. Bill and Susan Marks married after graduation from college. Each is gainfully employed with good paying jobs. They have decided to save enough money for a down payment on a house, with some left in savings, before having children. (Y)

Y N 2. Ann and Mike Webb have been married six years. They have five children and there is another one on the way. The two oldest children are in nursery school and their teacher reported that they are always seeking attention. (N)

Y N 3. Brian and Sally, high school seniors, were in love. They planned to be married as soon as school was out, but Sally became pregnant before graduation. (N)

Y N 4. Barb and Tom Allen have two children. Their oldest daughter is a junior in college and their youngest daughter is a senior in high school. Now that the girls are older, Barb and Tom are looking forward to having more free time for themselves and more money for traveling. Two weeks before their youngest daughter's graduation, Barb discovers she is pregnant. (N)

Y N 5. Sue and Bob Martin have been married ten years. Sue is a homemaker and mother and Bob is a chemical engineer in a plant where he earns $25,000 a year. The Martins own their home and have two cars. They have two children, ages six and three. They want to have another baby this year. (Y)

Y N 6. Kathy and Joe Moore have been married three months. They live with Joe's divorced father. Neither Kathy nor Joe graduated from high school. Kathy is unemployed and she is six months pregnant. Because of Joe's lack of education and employable skills, he is working as a bus boy in a local restaurant earning $3,850 a year. (N)

Y N 7. Mary and Jack Green have been married three years. When Jack was in high school, he discovered that he had leukemia. It was necessary for him to receive cobalt treatments. Due to the fear that the drugs would affect his ability to have healthy children, Jack decided to get a vasectomy. (Y)

Y N 8. Carol and Mark, both biochemists, met in college and were married soon after graduation. Both were interested in higher education and pursuing their careers. Neither is interested in taking time off from work to start a family, so they have decided not to have children. (Y)

Y N 9. Karen and John were married five years ago. At that time, both agreed that they would not have children. After they had been married 3 years, John changed his mind, but Karen still did not want to be a mother. Karen was afraid of losing John if she didn't have a baby so she became pregnant. (N)

Y N 10. Kevin and Jill planned to have three children when they were married since both love children. Recent tests have shown that members of Jill's family have sickle cell anemia and Jill is likely to be a carrier. Kevin and Jill have decided to adopt rather than risk passing this problem to another generation. (Y)

Number 4.2

Objective: The learner will identify methods of birth control and rank them according to effectiveness.

Domain: Cognitive Level: Knowledge

_____1. Which of the following methods of birth control is most effective? (B)
- A. diaphragm
- B. birth control pills
- C. condom
- D. I.U.D.

_____2. Which of the following methods of birth control is least effective? (A)
- A. withdrawal
- B. condom
- C. I.U.D.
- D. vaginal foam

_____3. In which of the following methods of birth control does the man remove his penis from the woman's vagina before climax or ejaculation? (B)
- A. abstinence
- B. withdrawal
- C. rhythm

_____4. In which of the following methods of birth control is a small plastic or stainless steel ring or coil placed in the uterus? (A)
- A. I.U.D.
- B. diaphragm
- C. foam

_____5. In which of the following methods of birth control is a flexible rubber device placed so that it covers the cervix or entrance to the uterus? (D)
- A. foam
- B. I.U.D.
- C. condom
- D. diaphragm

_____6. In which of the following methods of birth control does refraining from sexual intercourse during the woman's monthly fertile period occur? (D)
A. I.U.D
B. abstinence
C. withdrawal
D. rhythm

True-False

T F 7. A condom is a flexible rubber device placed so that it covers the cervix or entrance to the uterus. (F)

T F 8. An I.U.D. is a small plastic or stainless steel ring or coil placed in the uterus. (T)

T F 9. In the withdrawal method of birth control, the man removes his penis from the woman's vagina before climax or ejaculation. (T)

T F 10. In the rhythm method of birth control, a rubber or latex sheath fits over the errect penis. (F)

T F 11. The pill prevents the ovary from releasing an egg cell so that no pregnancy can occur. (T)

Matching: Match the following terms to the correct description.

_____12. The man removes his penis from the woman's vagina before climax or ejaculation. (H)

_____13. A small plastic or stainless steel ring or coil placed in the uterus (D)

_____14. A flexible rubber device that covers the cervix or entrance to the uterus (B)

_____15. Refraining from sexual intercourse during the woman's monthly fertile period (F)

_____16. A rubber or latex sheath that fits over the erect penis (A)

_____17. Prevents the ovary from releasing an egg cell so no pregnancy can occur (E)

_____18. A surgical procedure that prevents the release of sperm (G)

A. Condom
B. Diaphragm
C. Foam
D. I.U.D.
E. Pill
F. Rhythm
G. Vasectomy
H. Withdrawal

19.
Rank the following methods of birth control according to effectiveness, #1 being the most effective and #8 the least.

_____Rhythm (7)

_____Pill (2)

_____Withdrawal (8)

_____Condom (5)

_____Abstain (1)

_____Foam and jellies (6)

_____I.U.D. (3)

_____Diaphragm (4)

## PARENTING

Number 4.3

Objective: Given case studies, the learner will determine whether or not family planning was used in each situation and the effects in each case.

Domain: Cognitive    Level: Comprehension

Directions: For each of the following case studies, circle "T" if effective family planning was used and "F" if effective family planning was not used. Select the best answer for each of the multiple choice questions which relate to the case studies.

T F 1. Marie is taking birth control pills. Following the instructions on the package insert, she takes one pill about the same time every night. She refills her prescription each month and visits her doctor regularly. (T)

_____2. What possible effect will Marie's dedication to following the package insert instructions have? (A)

A. Children when she wants them
B. More time alone with her husband
C. A big, happy family
D. More spending money

T F 3. Janet and Mark have three children. They are satisfied with the size of their family and feel that anymore children would be too much of a burden on their time and the family budget. Last week, Janet had a tubal ligation. (T)

_____4. What possible effect will Janet's tubal ligation have? (D)

A. Family tension and fights
B. Shortage of money
C. More spending money
D. No unwanted pregnancy

T F 5. Fred and Sally were celebrating their fourth wedding anniversary by going out to dinner. At dinner, they decided to enhance the romance of the evening by driving up to the lake and spending the night in the lodge. Fred used condoms but did not have any with him. They decided that not using them this one time would not matter. (F)

_____6. What possible effect will Fred's failing to use condoms have? (C)

A. Children when he wants them
B. Plenty of spending money
C. An unwanted pregnancy
D. A big, happy family

T F 7. Paul and Judy are getting married next week. Paul does not want children because he has a nervous and tempermental nature. Children put him on edge. Judy is a shy and modest person and does not like the idea of going to the doctor for a physical examination. She is hoping that the experience of being married will give her more nerve to make an appointment with her doctor. (F)

_____8. What possible effect will Judy's failure to visit her doctor have? (B)

A. Plenty of spare time
B. Family tension and fights
C. A big, happy family
D. More time to spend with her husband

T F 9. Barbara and Ted are newlyweds. They plan to have two children but they want to wait about five years so they can save some money and spend some time with each other. Two months before they were married, Barb went to the doctor. Upon his recommendation, she was fitted with a diaphragm. He showed her how to use it and explained the importance of using it each time she had intercourse. Barbara is following the doctor's suggestions. (T)

_____10. What possible effect will Barbara's following her doctor's suggestions have? (A)

A. Plenty of spare time and money
B. Family tension and fights
C. An unwanted pregnancy

Number 5.1

Objective: The learner will list and discuss guidelines usually given to expectant mothers by physicians for prenatal care.

Domain: Cognitive Level: Application ↑

Case Study

Linda is a school secretary. Her husband, Bill, is a construction worker. They work weekdays and have the nights and weekends free. They get up at 6:00 AM and go to bed around 11:30 PM. They eat a quick breakfast which consists of coffee and toast. They share the responsibilities for packing Bill's lunch and cleaning up the kitchen. Linda has a sweet roll on her coffee break. If she has time, she eats lunch in the school cafeteria. If not, she eats crackers from a vending machine. Linda plans evening meals to include a main meat dish, salad, vegetable and dessert.

Weekends are devoted to outdoor activities. They water ski and swim during the summer months. During the fall and winter, they often travel to a resort, eighty miles away, for hiking and skiing.

Linda and Bill have enjoyed this lifestyle for three years. During a checkup in May, Linda found that she was six weeks pregnant.

Multiple Choice

_____1. What change(s) in her schedule might Linda's doctor suggest? (D)

A. Get up ½ hour earlier to have enough time for a nutritious breakfast
B. Stop working long enough to eat lunch
C. Go to bed earlier so she will get more sleep
D. All of the above
E. None of the above

_____2. Linda's doctor might suggest which dietary changes for her? (A)

A. Increase milk, fruits and vegetables. Restrict coffee and foods high in carbohydrates.
B. Add more meat to the diet. Replace coffee with tea.
C. Increase dairy foods. Eliminate coffee and desserts.
D. Add fruits and vegetables to the morning meal. Restrict coffee.

_____3. Which restrictions might Linda need to place on her physical activities as her pregnancy progresses? (C)
A. Avoid skiing and swimming. Continue hiking.
B. Continue skiing and swimming. Avoid hiking.
C. Avoid skiing. Continue swimming and hiking.
D. Limit swimming. Continue hiking and skiing.

_____4. Why should a pregnant woman wear properly fitted shoes with flat, low or medium heels? (A)
A. To give support for body balance
B. To prevent poor circulation
C. To give support for the knees
D. To reduce strain on legs

_____5. Most doctors suggest that pregnant women visit their dentists: (B)
A. Soon after the baby is born.
B. Early in the pregnancy.
C. During the sixth to eighth month of pregnancy.
D. Only if her teeth hurt.

_____6. Which group of activities would be best for a normally active pregnant woman? (C)
A. Hiking, horseback riding and tennis
B. Volleyball, skiing and tennis
C. Swimming, walking and tennis
D. Dancing, bike riding and skiing

_____7. Why should long trips be discussed with your doctor after the seventh month of pregnancy? (C)
A. Car sickness may occur.
B. Riding in a car may cause a backache.
C. Labor may start early.

_____8. Why do physicians often suggest that women take showers rather than baths? (A)
A. Showers are safer.
B. Baths take too long.
C. To prevent infections.

T F 9. Most doctors agree on a specific weight gain to ensure a normal pregnancy. (F)

T F 10. Weight will increase slowly during the first few months of pregnancy. (T)

T F 11. Expectant women should eat for quantity rather than quality. (F)

T F 12. Pregnant women should sleep 10 hours each night. (F)

T F 13. Pregnant women should participate in some form of exercise. (T)

Number 5.2

Objective: The learner will compile a list (with short explanations) of the physical concerns for the mother and child during the postnatal period.

Domain: Cognitive Level: Comprehension

Directions: Read each of the following physical concerns for the mother and child during the postnatal period. Place a "P" in front of each item that concerns the mother's physical condition. Place a "C" in front of each statement that concerns the child's physical condition. (Some concerns may relate to both mother and child.)

_____1. Observed for jaundice (C)

_____2. Hygiene of the breast is important for physical comfort (M)

_____3. Mucus in the lungs, throat or nose may cause suffocation (C)

_____4. Observed for digestive disorders for proper nourishment (C)

_____5. Return of the pelvic organs to normal (M)

_____6. Care of the navel to prevent infection (C)

_____7. Care of the episiotomy to prevent infection (M)

_____8. Stretch marks (M)

_____9. Weight gain and appetite (C)

_____10. Satisfy hunger and emotional needs to assure mental and physical health (C,M)

Number 5.3

Objective: Given a description of a family situation, the learner will determine personal adjustments a baby creates in the family lifestyle.

Domain: Cognitive Level: Comprehension

Case Study

Linda is a school secretary. Her husband, Bill, is a construction worker. They work weekdays and have the nights and weekends free. They get up at 6:00 AM. and go to bed at 11:30 PM. They eat a quick breakfast which consists of coffee and toast. They share responsibilities for packing Bill's lunch and cleaning up the kitchen. Linda has a sweet roll on her coffee break. If she has time, she eats lunch in the school cafeteria. If not, she eats crackers from a vending machine. Linda plans evening meals to include a main dish, salad, vegetable and dessert.

Weekends are devoted to outdoor activities. They water ski and swim during the summer months. During the fall and winter, they often travel to a resort, eighty miles away, for hiking and skiing.

Linda and Bill enjoyed this lifestyle for three years. Then Linda became pregnant. Later when their son, Matt, was born, there were adjustments that had to be made.

Place an "A before each item listed below which must be adjusted. Place a "B" before each item which does not have to be adjusted.

_____1. Stop going to the resort (B)

_____2. Alter sleep habits (A)

_____3. Change financial budget (A)

_____4. Assume more responsibilities (A)

_____5. Stop hiking (B)

_____6. Change jobs (B)

_____7. Stop water skiing (B)

_____8. Alter daily routine (A)

_____9. Linda plans to remain off work awhile. What major adjustment will the family be facing as a result of this decision? (C)
A. A different family routine
B. A loss of freedom
C. A reduced family income

_____10. Linda's biggest personal adjustment while she stays home full time may be learning to cope with: (C)
A. Free time.
B. Household chores.
C. Social isolation.

_____11. Four weeks post-partum, Linda and Bill took a long hiking trip. Linda felt fine at first, but as they went on she became more fatigued. She didn't realize that she would have to make which adjustment? (A)
A. Physical adjustment
B. Emotional adjustment
C. Financial adjustment
D. Social adjustment

The following questions are concerned with the personal adjustments which family members must make with the arrival of a new family member. The areas of adjustment are: emotional, physical, financial and social. Select the answer which best describes the adjustment in each situation.

_____12. Without Donna's income, she and Mike find it necessary to discuss and plan the family expenses more often. This adjustment is: (B)
A. Physical.
B. Financial.
C. Social.
D. Emotional.

_____13. Mark was the only child for 7 years. Now he feels resentment because he must share his mother's attention with his new baby sister. This adjustment is: (C)
A. Physical.
B. Financial.
C. Emotional.
D. Social.

_____14. Difficulties in getting a babysitter and less free time have prompted Mary and Carl to spend more Saturday nights with the neighbors and less at the disco. This adjustment is: (D)

A. Financial.
B. Physical.
C. Emotional.
D. Social.

_____15. Jean finds feeding the baby at night difficult. She borrowed a bassinet to put by her bed for awhile. This adjustment is: (B)

A. Emotional.
B. Physical.
C. Financial.
D. Social.

Number 5.4

Objective: Given case studies and a schedule for caring for a new baby, the learner will determine the parent's new work routine.

Domain: Cognitive Level: Application ↑

Nancy and Jay are both college seniors. They have morning classes, meet at noon for lunch, and work two hours in the afternoon. One cooks dinner between 3:30 PM and 5:00 PM while the other studies. The other cleans up after dinner while the one who cooked, studies. The evening is spent taking a walk, watching television, working on a hobby, studying and planning for the next day. Laundry and grocery shopping are done on weekends.

Their first child will be born in about two months. Nancy and Jay are planning the schedule changes that they will need to make. The university has a very good day care center which provides child care between 7:30 AM and 3:30 PM. Nancy and Jay believe that it will be good for their child to be around other children and to have the personal care provided by the center.

They expect the baby's schedule to be as follows:

6:30--awake for dressing, feeding and play
8:00-10:00--sleep
10:00-12:00--stroll,play
12:00--feeding
12:30-3:00--nap
3:00-4:30--play
4:30--feeding
6:00--bath
7:00--feeding and go to sleep for the night

Place an "X" beside each of the following changes in schedule which will probably need to take place.

_____1. Allow extra time in the morning to get the baby ready for day care (X)

_____2. Quit their jobs so that they can stay home with the baby

_____3. Study later in the evening so that time before and after dinner can be spent with the baby (X)

_____4. Allow more time to do the laundry (X)

_____5. Leave for classes a little earlier to allow time to stop at the day care center (X)

_____6. Stop having lunch together

_____7. Have less time for hobbies in the evening (X)

_____8. Do grocery shopping more than once a week

_____9. One of them will have to quit school

_____10. Eat dinner later in the evening after the baby has gone to bed

Number 5.5

Objective: Given a chart showing areas of emotional needs, the learner will compile a list of needs within each area that are affected by the new baby.

Domain: Cognitive Level: Application ↑

Basic emotional needs consist of a need to be loved and to love, the need for understanding and the need for acceptance. The statements below apply to at least one, but may apply to more than one, member of the family. Check the appropriate column-- "P" for parent, "S" for sibling and "B" for a new baby--if the statement applies to that person. The statements may apply to 1, 2 or all 3 people.

P S B

Need for love

___ ___ ___ 1. Not as much time for private, individual attention since the baby was born (P,S,)

___ ___ ___ 2. May be jealous of attention given to new family member (P,S,)

___ ___ ___ 3. Must know that people have an unlimited amount of love (P,B,S,)

___ ___ ___ 4. Returns love to those who give love (P,S,B,)

Need for acceptance

___ ___ ___ 5. Needs acceptance of other family members (P,S,B,)

___ ___ ___ 6. Needs support of other family members although not totally dependent upon them (P,S,)

___ ___ ___ 7. Seeks support from people outside the family in addition to home (P,S,)

Need for understanding

___ ___ ___ 8. Sometimes is misunderstood because communication skills have not yet developed (B)

___ ___ ___ 9. Fails to understand all of the changes taking place because schedules have not been adjusted to meet the needs of all family members (P,S,)

___ ___ ___ 10. Must realize that parents have other responsibilities in addition to children (S,B,)

# PARENTING

Number 6.1

Objective: Given profiles of responsible or irresponsible persons, the learner will differentiate between the characteristics of each.

Domain: Cognitive Level: Comprehension

Directions: Place an "R" in front of the following characteristics which represent a Responsible behavior. Place an "I" in front of those characteristics which represent Irresponsible behavior.

_____1. Are independent and take care of themselves (R)

_____2. Can make their own decisions (R)

_____3. Can earn and handle their own money (R)

_____4. Always late for appointments (I)

_____5. Plan for the future (R)

_____6. Can't make a decision (I)

_____7. Seldom organized or prepared (I)

_____8. Believe in cooperation (R)

_____9. Prejudiced (I)

_____10. Take unnecessary chances (I)

_____11. Considerate of other people and their feelings (R)

## Case Study

A group of students was going to an unplanned after game party. Bob called his parents to tell them where he was going. Sharon said she could not go because she had promised to take her younger brother and sister out for pizza. Tom got in his car and speeded out of the parking lot and almost hit another car. Helen did not know if she was going or not. Harry was late again.

_____12. Responsible actions were shown by: (A)
- A. Sharon
- B. Harry
- C. Helen
- D. Tom

_____13. Which person(s) showed irresponsible behavior? (C,D,E)
- A. Bob
- B. Sharon
- C. Tom
- D. Helen
- E. Harry

_____14. What irresponsible characteristic did Helen display? (B)
- A. Tardiness
- B. Indecision
- C. Prejudice
- D. Dependence

T F 15. Tom displayed responsible characteristics. (F)

T F 16. Sharon displayed responsible characteristics. (T)

Number 8.1

Objective Given a series of case studies, the learner will list the various methods of discipline.

Domain: Cognitive Level: Knowledge

### Case Study I

Billy and Susie were coloring together while their mothers visited. Growing tired of drawing on the paper, they began coloring on the walls. Upon discovering this, Billy's mother spanked him immediately. Susie's mother told her that walls were not to mark on and then had her clean the marks off the wall.

____1. Billy's mother used what type of discipline? (A)
  A. Authoritarian
  B. Democratic
  C. Permissive

____2. What type of discipline did Susie's mother use? (B)
  A. Permissive
  B. Democratic
  C. Authoritarian

### Case Study II

John hit Sally. His mother did nothing.

____3. Which type of discipline did John's mother practice? (D)
  A. Democratic
  B. Authoritarian
  C. Permissive

### Case Study III

Terry was throwing mud on his brother. His mother explained that this was not proper behavior and suggested that he throw the ball instead.

____4. Terry's mother believes in what type of discipline? (B)
  A. Permissive
  B. Democratic
  C. Authoritarian

Case Study IV

Peggy is basically a good child. Her parents spank her when she does anything wrong. Peggy is afraid not to be good.

_____5. Peggy's parents use which type of discipline? (C)
- A. Democratic
- B. Permissive
- C. Authoritarian

T F 6. Democratic discipline stresses explanation of rules and the reasons for them. (T)

T F 7. In authoritarian discipline, children can question the rules that they are expected to follow. (F)

T F 8. Physical punishment is typical of authoritarian discipline. (T)

Match the types of discipline to the characteristics.

_____ 9. Very few, if any, limits are set on child's behavior (B)

_____10. Children are told to do things without being given reasons (A)

_____11. Physical punishment is used frequently (A)

_____12. Limits and rules are explained (C)

_____13. Children are praised for the correct behavior (C)

_____14. Children have some say in what their limits and/or behavior should be (C)

A. Authoritarian

B. Permissive

C. Democratic

Number 8.2

Objective: Given an assignment to observe parents and children, the learner will differentiate between the positive and negative types of discipline.

Domain: Cognitive Level: Application

You observe the following situations. Place a "P" in front of the which represent positive dicipline and a "N" in front of those statements which represent negative discipline.

____1. Sally and her mother were shopping. Sally stopped to look at the dolls. Her mother pulled her away saying, "What's wrong with you? Don't stop here." (N)

____2. Betty was running with a apir of scissors in her hand. Her mother said, "Scissors should be used while sitting at a table. Let me hold them until you are ready to use them." (P)

____3. Gary was visiting his grandmother and playing with a stuffed rabbit. He wanted to take it home with him. His grandmother said, "No, no. You can't take the rabbit home. It belongs here. Don't you know that?" (N)

____4. Jane was making mud pies on the kitchen table. Her mother said, "What nice pies you have made. Now that you have finished baking, let's clean up the kitchen." (P)

____5. Tom said, "I'm full. I don't want any more dinner." His father looked at Tom's half full plate and said, "You are going to eat everything on that plate if it takes you all night." (N)

____6. George had seen his father watering the yard. He decided to help water the garden. He turned the water on full force and flooded the plants. His father yelled, "You dumb kid! What do you think you are doing? Go in the house." (N)

_____7. Elaine and her mother were eating lunch. Elaine spilt her milk. Her mother said, "Let's get a sponge and clean up the mess." (P)

From the following case studies, select the best positive method of discipline.

_____8. Your 10 year old son is caught shoplifting a small radio by the store detective. You should: (B)
- A. Suggest he be taken to the police station for a stern lecture.
- B. Make an arrangement with the store manager for the boy to work off the price of the radio.
- C. Tell the store detective you will take care of the matter and spank your son when you get home.
- D. Give him a strong lecture about honesty and then dismiss the incident.

_____9. You have asked your 16 year old daughter to be home by midnight from her Friday night date. She returns home at 4:30. What should you do? (C)
- A. Ask, "Do you know what time it is? Where have you been?"
- B. Ground her for missing her curfew
- C. Ask for an explanation. Explain that you were worried.
- D. Send her straight to bed and discuss the punishment in the morning

_____10. Your 14 year old daughter has just come home with her report card. She earned 2 A's, 3 B's and 1 C. You should: (D)
- A. Give her a dollar for every A.
- B. Tell her she should do better next time.
- C. Not comment.
- D. Tell her she did a good job.

Number 9.0

Objective: Given a number of case studies, the learner will analyze how various people have gained respect.

Domain: Cognitive Level: Application

Directions: Select the best answer to each of the following questions.

Case Study I

Janet was sure that the punishment would be severe when she told her parents she was pregnant. But instead , they had a long discussion on what choices she had and what the consequences of each would be.

_____1. What approach did Janet's parents use for gaining respect? (B)
- A. Question for possible reasons of misbehavior
- B. Quiet discussion
- C. Yell at Janet
- D. Physical punishment

Case Study II

Martha walked into her room while her mother was busy changing the sheets on the bed. She ran over and grabbed her diary which she had hidden between the mattress and box springs. "Did you read this?" Martha questioned. "No, I would never read something so personal as someone's diary." her mother said.

_____2. Martha's mother gained respect by: (B)
- A. Acceptance of the situation.
- B. Valuing the child's right to privacy.
- C. Quiet discussion
- D. None of the above.

Case Study III

Frankie was sure his parents would cut off his spending money and restrict him from extra curricular activities when they saw his report card. But instead, they had a talk with him, and asked if he knew where his problems were. They asked how they could help him improve his grades. Frankie said that he was having problems getting all of his homework done and asked his parents to help him set up a study schedule.

_____3. Frankie's parents gained respect by: (D)
A. Accepting the situation
B. Restricting priviledges
C. Discussing quietly.
D. Questioning and offering assistance.

_____4. Frankie gained respect by: (C)
A. Getting poor grades.
B. Quitting his extra curricula activities.
C. Recognizing his problem and asking for help.

Case Study IV

Jenny told the girls she wouldn't be able to go with them to the movie tonight. It was "family night at home". The Reed Family set aside one evening each month when they would sit down together and plan for the next month. They also discussed problem situations within the family. Sometimes the discussions were very heated but everything was resolved before the meeting was over. The whole family seemed to be getting along better since they started this.

_____5. Jenny's parents gained respect by: (B)
A. Praising the children.
B. Including children in planning and decision making.
C. Giving extra chores to do around the house.
D. Making children attend family meetings.

_____6. Jenny gained the girls' respect by: (C)
A. Making up a reason why she couldn't go with them because the real reason was embarrassing.
B. Going with her girl friends and telling her parents she had to study for a big test.
C. Telling her friends the truth and keeping her engagement with the family.
D. Asking her family to change their meeting to another night.

### Case Study V

Miss Nelson spent half the class period each day yelling at Phillip for mischievous behavior. Today she had it. After yelling at him two different times, she finally gave him a paddling he's not likely to forget for awhile.

_____7. What would have been the most effective way for Miss Nelson to have gained Phillip's respect? (C)

A. Ignore his behavior
B. Restrict his priviledges
C. Question him privately for possible reasons of misbehavior
D. Physical punishment

### Case Study VI

Maggie and Linda were in the kitchen visiting while their two children were in the family room playing. Suddenly they smelled smoke and rushed to the family room to see the children playing with matches. Maggie severely paddled her son. Linda questioned her son as to the reason they were doing such a thing and explained the dangers of playing with matches.

_____8. Who had the more effective method for gaining parental respect? (B)

A. Maggie
B. Linda
C. Neither were effective
D. Both were effective

### Case Study VII

The night before the test, Bob's mother fell and broke her leg. He had to use the time he needed to study for the test to take his mother to the hospital. During the test he didn't know several answers, so he looked over at Steve's paper. Their teacher, Mr. Johnson, saw Bob cheating but didn't say anything until after the class. After class he said he was surprised at what he had seen, since Bob always had been a reliable student. He asked for an explanation. Bob told him about his mother's leg and losing the study time. Mr. Johnson suggested that Bob study for the test tonight and take a different one the next day.

_____9. Mr. Johnson gained Bob's respect by: (D)

A. Ignoring Bob's cheating.
B. Embarrassing Bob in front of the class.
C. Refusing to let Bob make up the test.
D. Accepting Bob's explanation.

_____10. Bob gained Mr. Johnson's respect by: (D)

A. Cheating.
B. Not studying for the test.
C. Taking his mother to the hospital.
D. Giving an honest answer.

# PARENTING

Number 10.1

Objective: Given the children's bill of rights, the learner will categorize the needs according to Maslow's hierarchy of needs.

Domain: Cognitive Level: Application ↑

Directions: Categorize the children's bill of rights to the highest level according to Maslow's hierarchy of needs. Place the letter which corresponds to the need being met in front of each of the rights listed.

A. Physical Needs
B. Security
C. Love and Belonging
D. Esteem
E. Self-Actualization

_____1. To be wanted by the parents (C)

_____2. To be reared by parents who have been trained in the skill of parenting (C)

_____3. To be provided with the best possible environment in which to grow and develop in the uterus of the mother (This refers to the period between conception and the actual birth.) (A)

_____4. To be provided with the proper nutrition (This applies also to the nutrition of the mother during the period of pregnancy.) (A)

_____5. To be protected against injuries, to the extent that they can be prevented by reasonable care and foresight (B)

_____6. To live in an uncrowded, peaceful, clean, secure home (B)

_____7. To have clean clothing, suitably adapted to the weather, and adequate sanitary facilities (A)

_____8. To receive warm, loving, patient and skillful care by parents (C)

_____9. To receive a large number and variety of learning experiences, including opportunities to explore the environment within reasonable limits (D)

_____10. To be protected against abuse and neglect. If parents cannot or will not meet reasonable standards in this respect, then the agencies of society must step in to do whatever is necessary to correct the mistreatment. (B)

_____11. To receive good medical care (B)

_____12. To attend a good school at the proper age, and to receive the instruction and motivation that, together with other life experiences, will help each individual to develop to the limits of his or her native capacities. (E)

Source: Godon, S. & Wollin, M.M. Parenting: A Guide for Young People: Oxford Book Co., 1875, pp.25-26.

Number 11.1

Objective: Given a lot of words and phrases, the learner will identify those that open and close communication with children.

Domain: Cognitive Level: Knowledge

Directions: Place an "O" in front of each statement which represents open communication and a "C" in front of each statement which represents closed communication with children.

_____1. "I really don't see any reason for us to discuss the matter." (C)

_____2. "Could you wait till later so I can help you?" (O)

_____3. "Tell me why you are so upset." (O)

_____4. "I can't talk now. Let's meet later and discuss this matter." (O)

_____5. "I don't care what you think, I'm going." (C)

_____6. "Don't bother me. Can't you see I'm busy?" (C)

_____7. "I know you are upset. Would you like to talk about it?" (O)

_____8. "Let's forget it. We never agree on anything anyway." (C)

_____9. "I know this is important to you so I will listen to your points of view." (O)

_____10. "I will look at your homework after I finish the dishes." (O)

_____11. "How many times do I have to tell you not to bother me when I am trying to take a nap?" (C)

_____12. "I'm tired of discussing this. Go to bed." (C)

_____13. "Don't ask me again. I said no!" (C)

_____14. "You may not agree with the decision your father has made, but you must accept it." (C)

## PARENTING

Number 11.2

Objective: Given a model of negative communications, the learner will change four or five words to form a positive communication to children.

Domain: Cognitive Level: Comprehension

Directions: Put a "1" in front of each sentence that forms positive communication with children. Put a "2" in front of the sentences which form negative communication with children.

_____1. "It's time to go outside. Put your coat on now." (1)

_____2. "Hit the punching bag. I will not allow you to hurt another child." (1)

_____3. "That didn't hurt. Stop crying right now." (2)

_____4. "Play with the sand in the sandbox." (1)

_____5. "You can't be hungry. You just ate!" (2)

_____6. "Let me get you some paper so you can draw on it instead of the walls." (1)

_____7. "I will give you a sponge so you can wipe up your spilled milk." (1)

_____8. "Would you please shut your mouth?" (2)

_____9. "Don't talk with your mouth full." (2)

_____10. "Clumsy, you spilled your drink." (2)

_____11. "Get out of my way." (2)

_____12. "Swallow your food before you talk." (1)

# PARENTING

Number 12.1

Objective: Given a list of phrases and words often used by parents, the learner will select those that build confidence and feelings of self-worth in a child.

Domain: Cognitive    Level: Knowledge

Directions: Put a "1" in front of those phrases used by adults which help children build confidence and feelings of self-worth. Put a "2" in front of those statements which will not help children build confidence and feelings of self-worth.

_____1. "My what a nice picture!" Did you draw it?" (1)

_____2. "You certainly are a clumsy child." (2)

_____3. "I will spank you if you spill your milk." (2)

_____4. "Can't you do anything right?" (2)

_____5. "Since you did such a good job cleaning your room, we will go out and play." (1)

_____6. "Let's pick up the toys together." (1)

_____7. "Not now! I don't have time." (2)

_____8. "Why do you always have to be a trouble maker?" (2)

_____9. "Thank you for helping me dust. Everything looks so nice and clean." (1)

_____10. "What a good job you've done!" (1)

_____11. "I always look forward to you coming home from school each day so we can talk about your day." (1)

_____12. "It was good of you to share your blocks with Mark." (1)

_____13. "The groceries are all put away now. You are a good helper." (1)

_____14. "Why must you always be so selfish?" (2)

Number 12.2

Objective: Given a situation, the learner will describe an effective technique to build the confidence and self-worth of the child.

Domain: Cognitive Level: Comprehension

Directions: Select the answer that best describes an effective technique to build the confidence and self-worth of the child in each of the following situations.

_____1. Tony begins to cry when Richard grabs a toy from him. You react as follows: (C)
A. "Richard, give the toy back to Tony. Good boys don't grab things like that."
B. "You must not make Tony cry. Now give the toy back."
C. "I know you want to play with the toy, Richard. It's hard to wait when you're excited, but I know you can do it."
D. "Richard, if you don't give Tony the toy, I'll slap you!"

_____2. Cindy accidently knocks your most expensive vase on the floor and breaks it. You react as follows: (A)
A. "Accidents sometimes happen. Help me pick up the pieces. Maybe we can glue then back together."
B. "Why aren't you more careful?"
C. "I've told you time and again to stay away from that vase. You will not get to watch television tonight."
D. "Clumsy kid, can't you do anything right?"

_____3. John just fell off his bike. You react as follows: (B)
A. "Well just don't lie there. Get up."
B. "Riding your bike can be hard. Let's try again."
C. "Your brother never fell off his bike."
D. "You're acting like a baby. We'll put the bike away until you can act your age."

_____4. Julie is having a hard time tying her shoe laces. You react as follows: (C)

A. "Come here and let me tie your shoe."
B. "The next shoes we buy will be sandals."
C. "I bet if I help you hold the knot, you will be able to tie these shoes."

_____5. You have just finished waxing your kitchen floor. Jenny comes in and accidently spills her milk. You react as follows: (B)

A. "If you would watch what you are doing, these accidents would not happen."
B. "Let's get a sponge and clean up the mess. Then I'll get you some more milk."
C. "How many times do I have to tell you to hold the cup with both hands?"

_____6. Tommy and Andy are fighting over the building blocks. You react as follows: (B)

A. Spanking both of the boys and sending them to their rooms.
B. Taking the blocks away and suggesting they play with something else.
C. Giving the blocks to the younger boy and telling the older boy to act his age.

_____7. After you have selected the dress for Mary to wear to church, she turns and says, "I hate that dress!" What would you say? (A)

A. "Would you rather wear this dress?"
B. "I don't care what you like. You will wear this dress."
C. "You are wearing this dress because I say so."

_____8. Johny, who is 6 years old, has wet the bed for three nights in a row. You react as follows: (C)

A. "You are just too lazy to get up and go to the bathroom."
B. "If you don't stop doing that, I will have to punish you."
C. "If you don't drink anything before you go to bed, I bet you can stay dry tonight."
D. "Only babies wet their bed at night."

_____9. Mary has been spending a lot of time sitting in her rocking chair and sucking her thumb. You react as follows: (A)

A. "Come with me and we will work some puzzles. "it looks as though you need something to do,"
B. "Can't you find anything better to do?"
C. "Get that thumb out of your mouth. Big girls don't suck their thumb."

_____10. Mike is excited about making all A's on his report card. He runs into the house yelling, slamming the door, and waking up his four year old sister. You react as follows: (B)

A. "I'm too exhausted to care about your grades right now."
B. "You've really worked hard. You deserve to be excited."
C. "Now look what you have done. You've made a lot of noise and woke your sister."

# PARENTING

Number 13.1

Objective: Given a case study, the learner will describe elements of abuse and neglect.

Domain: Cognitive Level: Application †

Directions: Select the best answer to each of the following questions.

_____1. Sue is a new mother at the age of 16. She leaves her 9 month old son in bed, even if he cries, because she wants him to sleep. What reason best describes her neglectful behavior? (C)

A. Crises in her life
B. Unmet emotional needs
C. Immaturity
D. Poor childhood experiences

_____2. A law suit has been recently filed against Bob because of a mistake he made on the job. Consequently, Bob lost his job. He has been beating his 6 year old son and yelling at him whenever they are together. What is the reason for Bob's abusive actions? (C)

A. Unmet emotional needs
B. Social isolation
C. Frequent crisis
D. Unrealistic expectations

_____3. Julie was thrilled when she found out she was pregnant. She had always dreamed of how nice it would be to have a nice, clean, cuddly, smiling baby to hold and play with. She would be so proud to show her friends her cute baby. But after the baby was born the dream ended. The baby took up a lot of her time: bathing it, feeding it, changing diapers, and extra laundry items to do. It seemed as though she would never finish doing things for the baby. Julie had to admit the baby to the hospital because she had inflicted a head injury on her. What is the reason for Julie's abusive behavior? (B)

A. Immaturity
B. Unrealistic expectations
C. Social isolation
D. Unmet emotional needs

## Case Study

Karen was raising her baby the only way she knew how...just as her mother had raised her. She couldn't afford a baby sitter. When she went to do laundry, she left the baby at home in bed, asleep. After all, she would only be gone for an hour, and her mother had always done it that way. Last month she went to the grocery store. She left the baby in the car with the doors locked to make sure the baby would be safe. She was surprised when she came out of the store with her groceries and saw a policeman standing by her car. She couldn't believe that she was being accused of neglecting her child. The neighbors supported the accusation in court, saying that she often left the child at home alone. The baby is temporarily in a foster home and Karen is taking parenting classes as recommended by the court. What conclusions can be drawn from Karen's case?

T F 4. Abusive parents were often abused as children. (T)

T F 5. Abusive parents always dislike their children. (F)

T F 6. Karen showed interest in continuing as a parent. (T)

T F 7. Abusive parents sometimes do not realize they are abusing their children. (T)

T F 8. Abused children may be permanently removed from their parent's home. (T)

T F 9. Different people have different definitions of abuse. (T)

T F 10. Neighbors have a legal responsibility to report cases of child abuse. (F)

Number 13.2

Objective: Given a list of behaviors, the learner will identify those that contribute to abuse and neglect.

Domain: Cognitive Level: Knowledge

_____1. Neglect can best be defined as failure to: (C)
- A. Provide clothing, food and medical care.
- B. Show interest in school activities.
- C. Perform parental responsibilities.
- D. Provide a child with financial needs.

_____2. Child abuse can best be defined as:(D)
- A. Repeated beatings or burnings to a child by parents or guardians resulting in physical injury.
- B. Verbal harassment of a child by parents or guardians resulting in mental harm.
- C. Neglect of a child by parents or guardians resulting in anti-social behavior.
- D. Repeated physical beatings or burnings, verbal harrassment and/or neglect of a child by parents or guardians which result in harm to the child.

Directions: Place an "A" beside each statement below which may be a warning sign of child abuse. Place a "N" if it does not indicate abuse.

_____3. Child's clothes are too big (N)

_____4. Tired and lethargic behavior (A)

_____5. Outdated clothing (N)

_____6. Malnourishment (A)

_____7. Inadequate dress, unclean appearance and habitual absence from school (A)

_____8. Congenital physical disability (N)

_____9. Frequent bruises which are unexplained (A)

_____10. Unstyled hair (N)

_____11. Extreme insecurity (A)

_____12. Signs of exploitation or overworking (A)

_____13. Dislikes foods served in school lunch (N)

_____14. Poor health (A)

_____15. Aggressive, destructive behavior directed toward other children (A)

Number 14.1

Objective: Given situations involving abuse and neglect, the learner will explain the effects on the abused and the abuser.

Domain: Cognitive    Level: Application†

Situation I

Parents have given their 1½ year old child excessive amounts of alcohol so that he will sleep. The child is hospitalized with extreme breathing difficulty and the doctors are afraid the baby will die. The parents claim that the baby accidently found the alcohol when they weren't looking. They appeared remorseful and innocent to the fact that they ever knew it was happening. Within 48 hours, the child is released from the hospital and taken home.

The following statements may or may not be likely outcomes of this abusive situation. If the statement is likely to be an outcome, place an "A" in the space in front of the question. If the statement is not likely to be an outcome, place a"B" there.

_____1. The parents will immediately repeat the abusive action (B)

_____2. The parents will argue with each other as to who induced the excessive amount of alcohol (A)

_____3. The child might have minimal brain damage (A)

_____4. The parents will feel angry (A)

_____5. The parents will be reported to a local service agency (B)

Situation II

Diana and her five year old son, Ted, live on child support. Recently they moved in with her widowed mother. Diana likes her mother, but she disliked her father. He was very strict with her. Her mother is at home to be with Ted, and so, Diana has almost total freedom to do as she wants. She is on probation for the possession and use of drugs. Her son roams the neighborhood with no respect for anyone's property. He reacts defiantly to any form of correction.

Rate the following items. A- likely to happen. B-not likely to happen.

_____6. Diana will seek employment to help out with the expenses at home. (B)

_____7, Ted will become involved in unlawful acts as he grows older. (A)

_____8. Diana will take Ted swimming in the summers. (B)

_____9. Diana will try to improve her self image. (B)

_____10. Diana will use drugs again. (A)

_____11. Ted will not complete high school. (A)

_____12. Ted will become a responsible adult. (B)

Number 15.1

Objective: The learner will identify services and legal aid available to the abused and the abuser within the state and area.

Domain: Cognitive Level: Knowledge

Directions: Match the following descriptions with the person that it best describes. Write the letter in the blank provided.

_____1. Person who listens, guides and assists (A)

_____2. Person who enforces the law (E)

_____3. Person who is required by law to report suspected cases of abuse or neglect (F)

_____4. Elected official who issues warrants (C)

_____5. Professional, who is required by law, to report abuse when recognized as such upon exam (B)

A. Counselor
B. Doctor
C. Magistrate
D. Minister
E. Policeman
F. Teacher

Directions: Match the following descriptions with the organization that it best describes.

_____6. Department which extends services to families; designed to protect the well-being of children by preventing further incidents of abuse or neglect. (A)

_____7. 1-800-642-8595 (B)

_____8. Free legal help (C)

_____9. A health agency which provides specialized services such as psychological or psychiatric counseling (D)

A. Department of Welfare
B. Hotline
C. Legal Aid
D. Mental Health Department
E. Parents Anonymous

True-False

T F 10. Police are always called in on child abuse cases. (F)

T F 11. Your local minister should be the first person called about a child abuse case. (F)

Number 16.1

Objective: Given case studies of alternate modes of parenting, the learner will cite advantages and disadvantages of each mode.

Domain: Cognitive Level: Comprehension

## Case Study I

Sharon Thompson was a widow with two children. She has remarried. Her children barely speak to her new husband, but Sharon feels better able to cope with her children, because she has her husband's assistance and encouragement.

From the case study, indicate advantages and disadvantages of step-parenting by using an "A" for advantage and a "D" for disadvantage.

_____1. Having two parents in the home as a result of step-parents (A)

_____2. Children often feel resentful when stepparents enter the home. (D)

_____3. The one existing parent will gain help and support from a stepparent. (A)

_____4. The new stepparent may not be able to communicate with the stepchildren . (D)

_____5. Stepparents have to adjust to being a new spouse and a new parent at the same time. (D)

Case Study II

Bill and Susan are a middle-aged couple who like children and enjoy having them around. When the last of their four children left home, they agreed to take care of a neglected and abused child from the Department of Welfare. They were very upset when this child was adopted, but they were asked to care for additional children who needed homes for short periods of time. They became foster parents and received money to provide for each child's needs.

From Case Study II, indicate advantages and disadvantages of the foster parent method of alternate parenting by using A for advantage and D for disadvantage.

_____6. Foster children receive care in a better environment than in their original home situation. (A)

_____7. Neglected and abused children are placed in foster homes. (A)

_____8. Foster parents become emotionally attached to children in their care and regret them leaving. (D)

_____9. Foster parents are given financial assistance in caring for foster children. (A)

_____10. Foster children may be shuffled from foster home to foster home. (D)

_____11. Couples wishing to adopt a child are carefully investigated for their ability to care for children. (A)

_____12. Adopting children already born will decrease the population explosion. (A)

_____13. Children are placed in foster homes when parents abandon them. (A)

_____14. Older children, who are adopted, may feel guilty or resentful over the loss of their natural parents. (D)

_____15. Foster children are often angry and resentful because of past experiences. (D)

# PARENTING

Number 17.1

Objective: The learner will identify categories of families headed by one parent.

Domain: Cognitive Level: Knowledge

True-False

T F 1. A child and his/her father would be considered a one parent family. (T)

T F 2. One parent families have to contain a natural mother or father and child or children. (F)

T F 3. A widow and her children would be called a deserted family. (F)

T F 4. A single person who adopts a child becomes a one parent family. (T)

T F 5. When an unwed mother decides to keep her baby, she is creating a one parent family. (T)

T F 6. A person who has never been married will not be able to form a one parent family. (F)

T F 7. Single parents often find themselves trying to fill both parenting roles. (T)

Multiple Choice: Select the best answer.

_____8. One parent families are often created by: (B)
A. Dating
B. Divorce
C. Marriage

_____9. When a woman leaves her family and does not return, a one parent family is formed by: (A)
A. Desertion
B. Death
C. Adoption
D. Divorce

_____10. A single person can form a one parent family by: (B)
A. Marriage
B. Adoption
C. Desertion

_____11. The most common form of the one parent family has been: (A)
A. Mother and child or children
B. Father and child or children
C. Stepparent and child or children
D. Grandparent and child or children

_____12. Which of the following best describes a one parent family? (B)
A. Man and child or children
B. One adult and child or children
C. Woman and child or children
D. Stepparent and child or children

# PARENTING

Number 17.2

Objective: Given a collection of articles on lifestyles, the learner will compile a list of reasons for single people assuming parenting roles.

Domain: Cognitive Level: Comprehension

Case Study I

Gary is single with a good income. He is not interested in getting married, but he misses children and would like to have several of his own.

_____1. Which of the following would be a reason for Gary to become a parent? (B)
   A. The financial responsibility of parenthood
   B. Loves children and wants to be a parent
   C. Prestige of parenthood
   D. To limit his activities

T F 2. Gary would probably be a good parent because he loves children and wants to be a parent. (T)

T F 3. A good income is the only asset Gary needs to be a good parent. (F)

Case Study II

Brad never married but he belongs to a very close knit family. He loved children and spent a lot of time with his neices and nephews, playing with them and taking them places. When his brother and sister-in-law were killed in a plane crash, Brad took care of their children and eventually got legal custody of them.

_____4. Brad became a single parent because: (B)
   A. His friends said it was the proper thing to do.
   B. He loved the children and wanted to take care of them.
   C. His brother had left lots of money in trust for the children.

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Differentiate between reasons for and against single parenthood. Use "Y" for reasons for single parenthood and "N" for reasons against single parenthood.

_____5. To carry on the family name (Y)

_____6. To have an opportunity to develop a meaningful relationship with a younger person (Y)

_____7. Increase your financial responsibility (N)

_____8. Loves children and wants to be a parent (Y)

_____9. Limits the activities of the single parent (N)

_____10. Child care and babysitting would be a problem (N)

## PARENTING

Number 17.3

Objective: Given case studies, the learner will chart advantages and disadvantages for both parent and child in one parent families.

Domain: Cognitive                Level: Comprehension

### Case Study I

After constant fighting and quarrelling, Peggy and Tom were divorced. Peggy got custody of their three children and Tom had unrestricted visitation rights. Now the children are happier at home and doing better at school. Tom visits the children frequently to take them on trips and play with them.

_____1. In which way did the children benefit from the formation of a one parent family? (B)
- A. Less attention from the mother
- B. Less fighting and quarreling at home
- C. No one to tell them what to do
- D. More attention from their father

_____2. As a result of the divorce, Peggy has: (B)
- A. No one to talk to
- B. Full responsibility for the children
- C. More free time
- D. No additional problems

_____3. Which of the following is an advantage to the children? (A)
- A. Quieter, more settled home life
- B. Absence of their father
- C. More dependence on their mother
- D. Being different from their friends who have two parents

T F 4. Peggy and Tom's family must remain a one parent family until the children are grown. (F)

T F 5. When considering the children's welfare, it was better to remain married than to divorce and raise the children alone. (F)

T F 6. Income may be limited in the one parent home. Thereby eliminating some advantages the child might have had if the parents had remained together. (T)

T F 7. It may be difficult for a child to understand why he has only one parent. (T)

T F 8. Finding adequate child care for special occasions in the evening is worrisome. (T)

T F 9. Having two parents will assure happiness for the children. (F)

T F 10. Single parenthood limits the activities of the one parent. (T)

T F 11. Other children may make a child feel left out because he/she has only one parent. (T)

Case Study II

Sharon's husband died suddenly, leaving her with four children to care for.

____12. Which of the following is an advantage to Sharon? (B)
A. No man around to bother her
B. Needs of children will help ease her lose
C. Sympathy from neighbors
D. Total responsibility for children

_____13. What disadvantage of being the only parent must Sharon avoid? (C)
A. The opportunity to remarry
B. Taking control of the family finances
C. Too much dependence on her children
D. Blaming the children for her husband's death

Using the following code, distinguish between advantages and disadvantages to parents and children in one parent families.

A. Advantage to child, disadvantage to parent
B. Advantage to parent, disadvantage to child
C. Advantage to parent and child
D. Disadvantage to parent and child

_____14. Steve spends all his free time with his children, never going out with his adult friends. (A)

_____15. After a divorce, Sally no longer spends all her time fighting with her husband,so she spends more time with her children. (C)

_____16. Linda is an unwed mother who kept her baby. She quit school and has no skills. She works long hours as a waitress, but barely makes enough to support the two of them. (D)

_____17. Don has a good income and can easily meet the needs of himself and his adopted son. He really loves his son, but he found that having a child prevented him from going on trips with his single friends. (A)

NUTRITION

| Obj. # | Level | Days of Instruction | % of Instructional Days | # of ?'s per obj. |
|---|---|---|---|---|
| 1.1 | App | | | |
| 1.2 | K | | | |
| 1.3 | K | | | |
| 1.4 | C | | | |
| 1.5 | App | | | |
| 2.1 | K | | | |
| 2.2 | C | | | |
| 3.1 | K | | | |
| 4.1 | K | | | |
| 5.1 | C | | | |
| 5.2 | C | | | |
| 5.3 | App | | | |
| 6.1 | App | | | |
| 6.2 | C | | | |
| 7.1 | C | | | |
| 7.2 | K | | | |
| 8.1 | App | | | |
| 8.2 | K | | | |
| 8.3 | K | | | |
| 8.4 | App | | | |
| 9.1 | C | | | |
| 9.2 | App | | | |
| | | Total ______ | Total 100% | Total # of ?'s ______ |

# NUTRITION

Number 1.1

Objective: Given a case study, the learner will relate food choices to social factors.

Domain: Cognitive Level: Application

Case Study I

Two women are at the beauty parlor having their hair styled for a dinner party. The women are considered social leaders in their town. Mrs. Smythe asks Mrs. Highwell if everything is ready for the party. Mrs. Highwell begins to think to herself, "Well naturally it should be a success. I sent the cook to that exclusive little meat shop across town. I wouldn't dream of serving anything but the best. My husband personally saw to the wine selection. He would not have anything but a good vintage, imported wine. The cook selected fresh vegetables from California. I hired a French dessert chef to prepare his specialty." (Case Study from Adult Roles)

_____1. Which type of dinner party is Mrs. Highwell giving? (B)
A. Cookout
B. Formal Party
C. Teenage Party

True-False

T F 2. Mrs. Highwell will probably serve ice milk with chocolate sauce for dessert. (F)

T F 3. Mrs. Highwell considers the wine selection important. (T)

T F 4. The year, in which a wine is made, is important to Mr. Highwell. (F)

T F 5. Mrs. Highwell believes that food relates to successful parties. (T)

T F 6. Mrs. Highwell is giving a party for teenagers. (F)

T F 7. Mrs. Highwell's social status influences her selection of food for the party. (T)

### Case Study II

Bill and Allen have just arrived at their dormatory. Each is away from home for the first time.

"I hope the food in the dormatory cafeteria is good. We want to be sure to wake up in time for breakfast. My family always eats a big breakfast. Mom fixes fried potatoes, ham, eggs, and biscuits," says Bill.

Allen is astonished. "I never heard of such a thing! Who wver heard of potatoes for breakfast? Everybody eats grits with breakfast. Where I come from potatoes are served for dinner."

True-False

T F 8. Breakfast reminds Bill of good times. (T)

T F 9. The area in which we are raised influences what we eat. (T)

T F 10. Allen helped Bill to have a good feeling about what he eats. (F)

### Case Study III

Ralph and his friends are eating tacos in a new Mexican restaurant. Ralph has never eaten any before. As everyone begins eating, Ralph wonders why his friends like tacos so much. The sauce is so spicy.

Bill begins to talk about the first time he ate tacos. It was when his family was vacationing out West. Bill adds, "This is really good. The sauce is just great."

Next Jane talks about her visit to her Aunt Mabel's home last summer. "She made tacos for me. They sure were good. I liked hers even better than these because the sauce was spicier. The spicier it is, the better I like it."

Ralph takes another bite. The sauce tastes good to him now. "I think I'll have another. Tacos are really great," he said.

True-False

T F 11. Food often brings back memories. (T)

T F 12. Friends influence food likes and dislikes. (T)

T F 13. People are born with food likes and dislikes. (F)

T F 14. Ralph's enjoyment of the tacos gave him a feeling of belonging with Bill and Jane. (T)

Number 1.2

Objective: Given a case study, the learner will identify national and regional factors or customs that influence food selection.

Domain: Cognitive

Level: Knowledge

Case Study

This country has an ample supply of beef, mutton and pork, so the people are primarily meat eaters. Waters surround the island providing an abundance of seafood.

Cooking tends to be simple and leftovers are used. Favorite recipes include meat pies, turnovers and bubble and squaeak.

_____1. Identify this country: (A)
A. Great Britain
B. Italy
C. Norway
D. Spain

Case Study

In this country , a popular dish is fish and chips, which is sold in carry-out restaurants. In earlier times, the fish and chips were always wrapped in newspapers when sold, and this tradition continues today.

_____2. Identify this country: (B)
A. France
B. Great Britain
C. Norway
D. Spain

Case Study

Tea is the national beverage, and it is served at all meals. Milk is usually added before drinking it. One of the most famous traditions is late afternoon tea.

_____3. Identify this country: (B)
A. China
B. England
C. France
D. India

Case Study

There are two distinct types of cooking in this country, the haute cuisine and provincial cooking. Some of the characteristics of the haute cuisine include the use of sauces and elegantly decorated dishes. The provincial cooking is relatively simple and makes use of locally grown foods.

_____4. Identify this country: (B)
- A. England
- B. France
- C. Germany
- D. India

Case Study

In this country, one of the main characteristics of cooking is the richness of color. Foods are often combined so they can all cook at once to save fuel. Faell is the national dish.

_____5. Identify this country: (D)
- A. France
- B. Great Britain
- C. Mexico
- D. Spain

Case Study

These countries are noted for their assortment of hearty rye and white breads in a variety of shapes and sizes. Many are hard, dry and flat. The recipes originated in ancient times when the bread was baked in a quantity to last through the long winter. The growing season is short.

_____6. Identify these countries: (B)
- A. British Isles
- B. Scandinavian Countries
- C. Hawaiian Islands

Case Study

In this country, cooking has two basic characteristics. One dish meals, in which vegetables and meat, poultry or fish are cooked together, are common. Fruits with meat and vegetables, along with sweet-sour flavors, are also used. Sauerbraten is a common food.

_____7. Identify this country: (B)
- A. France
- B. Germany
- C. Japan
- D. Mexico

Case Study

Food supplies have been limited through the ages. The people in this country have proved their resourcefulness by developing delicacies out of oddities, such as bird's nest soup.

_____8. Identify this country: (A)
- A. China
- B. France
- C. Italy
- D. U.S.

Case Study

This country perfected the art of making ice cream and introduced it to the rest of Europe. Because the country is small and hilly, food is limited. Early cooks used pastas to stretch the food supply.

_____9. Identify this country: (B)
- A. Germany
- B. Italy
- C. France
- D. Spain

Case Study

One of the largest sports and recreational feeding companies reports that people, attending sporting events in different parts of the country, have varied eating patterns today. Hot dogs, soft drinks and peanuts were once the most popular foods at sporting events. In recent years preferences have changed.

Match the regions and food choices of today.

_____10. New York (C)

_____11. Maryland (A)

_____12. Boston (B)

_____13. Buffalo (D)

A. Crab cakes

B. Italian Sausage Sandwiches

C. Knishes

D. Polish Sausage Sandwiches

E. Hot Dogs

True-False

T F 14. Creole cooking reflects the food habits of Germans. (F)

T F 15. "Soul food" reflects the heritage of African settlers in the South. (T)

T F 16. Shoofly pie, flavored with molasses, is considered a "soul food." (F)

T F 17. In many Southern cities, grits are automatically served for breakfast. (T)

T F 18. The most famous chowder in New England is clam chowder made with tomatoes. (F)

T F 19. One of the main characteristics of Spanish cooking is richness of color. (T)

T F 20. Pastas were used in early times to stretch the food supply in Mexico. (F)

NUTRITION

Number 1.3

Objective: Given a list of food choices and behaviors, the learner will identify the psychological meaning of the eating patterns.

Domain: Cognitive Level: Knowledge

Match the following description with the psychological appeal.

_____1 After watching a commercial, in which Bill Cosby promotes pudding, the children want pudding to eat. (A)

_____2. Rick has lunch at MacDonalds because all his friends eat there. (B)

_____3. Tea sandwiches and punch versus steak and mashed potatoes (E)

_____4. Serving caviar and champagne (H)

_____5. Reluctance to eat a food because it might cause illness (I)

_____6. Giving candy to classmates (D)

_____7. Having a quantity of food which is no longer available at the store (F)

_____8. Not eating food because a waiter took too long to serve it (G)

_____9. Craving special foods (J)

_____10. Eating low calorie foods to keep slim and trim (C)

_____11. Serving bread and water (L)

A. endorsement

B. peer group

C. sex appeal

D. popularity

E. masculinity, femininity

F. power

G. irritant

H. success or prestige

I. fear

J. desire

L. punishment

_____12. As Joe goes through the lunch line, his best friend says, "Yuk, I can't stand broccoli." Joe does not choose broccoli. His eating pattern is influenced by: (C)

A. Food preparation techniques
B. Dislike for a certain food
C. Peers
D. Knowledge of nutrition

_____13. A father comments that the milk smells a little "funny". The children immediately stop drinking milk. They were influenced by: (C)

A. The taste of the milk
B. The amount of food already eaten
C. A role model
D. Peer pressure

_____14. Susie had an argument with a friend. She immediately ate a hot fudge sundae. Her eating pattern was most influenced by her: (D)

A. Like of hot fudge sundaes
B. Need to satisfy a "sweet tooth"
C. Need to fulfill dietary measurements
D. Need to sooth the pain

_____15. At a holiday dinner, Mrs. Davis served red and green pears as a fruit salad. At the end of the meal, she noticed that only 3 of the 10 guests ate the pears. The guests' decisions not to eat the pears were influences by the: (D)

A. Dislike of certain foods
B. Amount of food already eaten
C. Unusual taste
D. Unusual coloring

True-False

T F 16. Our food likes and dislikes are influenced by the aroma and eye appeal of the food. (T)

T F 17. Trying new foods can help to satisfy a need for adventure. (T)

Number 1.4

Objective: Given a list of economic factors affecting the price of food, the learner will describe the effect on the cost of food to the family.

Domain: Cognitive Level: Comprehension

Match the following statements. Answers may be used more than once.

| | |
|---|---|
| _____1. demand is greater than supply (A) | A. food prices go up |
| _____2. supply is greater than demand (B) | B. food prices go down |
| _____3. severe frost hits the citrus crops (A) | |
| _____4. careless handling of food (A) | |
| _____5. shoplifting (A) | |
| _____6. foods must be shipped (A) | |
| _____7. world population increases (A) | |
| _____8. inflation (A) | |
| _____9. foods in season (B) | |

True-False

T F 10. If demand is greater than supply, food prices go down. (F)

T F 11. Merchants bear the cost of shoplifting. (F)

T F 12. The type of food store affects food costs. (T)

T F 13. Inflation increases food costs. (T)

T F 14. As the world population decreases, food prices increase. (F)

T F 15. The weather influences the cost of food. (T)

T F 16. Labor problems affect the cost of food. (T)

T F 17. The prices in health food stores are lower than in supermarkets. (F)

T F 18. Organically grown foods are less expensive than inorganic foods. (F)

T F 19. Generic foods are less expensive than brand name foods. (T)

T F 20. The use of convenience foods reduces grocery bills. (F)

Number 1.5

Objective: After summarizing his/her own personal food likes and dislikes, the learner will relate them to social, parentel, and other influences.

Domain: Cognitive

Level: Application

Place an "A" before each statement that **relates** to social and parental influence, a "B" before each economic influence, a "C" before each psychological influence, and a "D" before each regional and national influence.

____1. Dad hated vegetables and so do I. (A)

____2. After computing the unit price, I bought the larger size. (B)

____3. That food brings back pleasant memories. (C)

____4. I never shop when I'm hungry. (B)

----5. I only like hot dogs at football games, when I'm with my friends (A)

____6. My friends like pizza and so do I. (A)

____7. I only eat fresh fruit in season. (B)

____8. I ate a lot of toast and tea when I was sick, and now I don't like either. (C)

____9. All the people in my community have grits for breakfast. (D)

___10. Creole gumbo is my favorite. (D)

___11. I serve coffee and cookies when people visit me. (A)

___12. I like to eat caviar, because it makes me feel important. (C)

___13. Although I usually like mashed potatoes, I didn't eat some that were tinted red for Valentine's Day. (C)

Number 2.1

Objective: Given case studies, the learner will identify a variety of eating patterns.

Domain: Cognitive    Level: Knowledge

T F 1. Pure vegetarians include eggs in their diet. (F)

T F 2. The practice of feeding infants sugar water contributes to their well being. (F)

T F 3. Young girls should develop good eating habits to insure successful pregnancy. (T)

T F 4. The nursing mother needs extra nutrients. (T)

T F 5. Individuals on a low sodium diet can eat cured meats. (F)

T F 6. Hindus include beef in their diets. (F)

Case Study

Sally eats three meals daily and has fresh fruits or vegetables in the evening. Brian eats the same amount of food as Sally, but he has four meals daily with the large one at noon. Betty eats three meals, but excludes meat from her diet. She derives protein from alternative sources. All of these teens make sure their diets meet their daily requirements of all nutrients.

_____7. Which person's eating pattern is correct? (D)
A. Betty
B. Sally
C. Brian
D. All are correct

T F 8. Sally's eating pattern includes snacking. (T)

T F 9. For optimum eating patterns, the teenagers must change to three meals a day and avoid snacks. (F)

T F 10. Sally is a vegetarian. (T)

# NUTRITION

Number 2.2

Objective: Given descriptions of a variety of eating patterns, the learner will describe ways each may be made nutritionally adequate.

Domain: Cognitive                                        Level: Comprehension

_____1. Nancy visited her family doctor because she was tired all the time. The doctor asked her questions about her eating habits and learned that her diet included very few foods high in iron. Which of the following foods would be the best source of iron? (C)
A. raisins
B. pork chops
C. liver
D. milk

_____2. Susie has been studying nutrition in home economics. For the first time in her life, she realizes that she consumes a lot of junk food for snacks. Instead of completely eliminating snacks from her diet, she decides to eat ones that are more nutritious. What snacks would be the best for Susie? (C)
A. apples, soda and potato chips
B. pretzels, cookies and ice cream
C. bananas, cheese and orange juice
D. raw vegetables, pizza and candy

Ruthie, an active, single, working woman, lives alone in the city. Cooking is definitely considered a "major chore" which she hates to do at the end of a busy day. Instead of cooking for herself in the apartment, she prefers to eat her dinner in a nearby restaurant. Often Ruthie skips breakfast and grabs something quick for lunch. Ruthie knows that she is not eating the foods she should eat each day. Considering Ruthie's lifestyle, what options does she have to help balance her diet?

T F 3. Ruthie should stop eating her meals at restaurants. (F)

T F 4. If Ruthie is serious about eating a balanced diet, she should consider learning about nutritious foods and including them in her diet. (T)

T F 5. The food served in restaurants is nutritionally inadequate. (F)

T F 6. If Ruthie eats in a restaurant, she should choose foods from the four food groups. (T)

T F 7. Ruthie should consider stocking her kitchen with foods which are nutritious and easily prepared. (T)

Jenny dislikes the taste of milk and refuses to drink it, even though she knows she should. Which of the following foods would be good alternatives for Jenny to choose? (B)

_____8. A. breads and cereals
B. cheese and yogurt
C. carrots and apples
D. eggs and chicken

Leslie is a vegetarian, which means she does not eat meat. She is afraid that her diet is lacking the nutrients that come from meats. What might she substitute for meat to get the necessary nutrients? (B)

_____9. A. green leafy vegetables and fresh fruits
B. cheese, nuts and eggs
C. breads and cereals
D. There is no substitute for the nutrients in meat.

When Sherry got out her spring clothes from last year, she discovered they were too small. She knew that she had been putting on a few pounds, but she didn't realize that she had gained 15 pounds in one year. Check each of the following that could help Sherry lose the weight she needs to lose without endangering her health? ( 11, 12, 13, 14,)

_____10. Stop eating until she fits into her clothes.

_____11. Cut out snacks such as doughnuts, candy and cookies.

_____12. Eat a balanced meal, but avoid eating extra servings of fats and carbohydrates.

_____13. Use fresh fruits and vegetables as snacks.

_____14. Get plenty of exercise along with a balanced diet.

_____15. Snack when she isn't hungry.

# NUTRITION

Number 3.1

Objective: Given descriptions of over and underweight persons, the learner will indicate the attitude of society toward weight outside the normal range.

Domain: Cognitive Level: Knowledge

True-False

T F 1. People have a tendency to evaluate others according to their own body types. (T)

T F 2. Employers believe that overweight people are more disciplined than underweight ones are. (F)

T F 3. At Oral Roberts University, an overweight person who fails to lose weight by a specific date, is subject to dismissal. (T)

T F 4. In the United States, the majority of overweight adolescents are socially disadvantaged. (T)

T F 5. Overweight people are considered poor insurance risks. (T)

T F 6. By the age of 6, children have formed stereotypes for people with particular body types. (T)

T F 7. The term "macho" would be used to describe an underweight male. (F)

T F 8. United Airlines hires flight attendants who are 10-12 pounds overweight. (F)

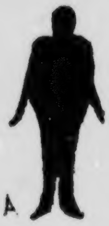
T F 9. State police departments have weight limitations for their employees. (T)

T F 10. Americans have more tolerance for overweight females than for overweight males. (F)

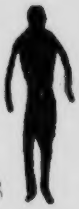
Number 4.1

Objective: Given diagrams of typical body types, the learner will identify them and indicate pre-disposition to overweight.

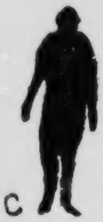
Domain: Cognitive Level: Knowledge



A



B



C

True-False

T F 1. Body type B is mesomorphic. (F)

T F 2. Body type C is ectomorphic. (F)

T F 3. Body type C has a tendency toward obesity. (F)

T F 4. A person with a mesomorphic body type has a tendency to be obese. (F)

T F 5. Ectomorphic body types have a tendency to be obese. (F)

T F 6. Endomorphic body types tend to be obese. (T)

T F 7. Body type A is endomorphic. (T)

Matching:

_____8. Rounded body (B)

_____9. Linear, fragile body (A)

_____10. Large boned and muscular body (C)

A. Ectomorphic

B. Endomorphic

C. Mesomorphic

Number 4.2

Objective: Given case studies, the learner will describe environmental factors which cause individuals to eat from other than hunger.

Domain: Cognitive Level: Comprehension

Case Study

Sally, Jean, Fred, Michael and Donna are high school students and have been friends since junior high. Like most teenagers, they seem to have "bottomless stomachs". At a football game, they consumed a total of 14 hot dogs, 10 candy bars, 3 bags of popcorn and 12 cans of Coke. Sometimes, when she is by herself, Donna substitutes food for conversation. Fred and Jean often eat more when they are mad at each other. Michael's mother usually has dinner started by the time he gets home from school. The aroma of home cooked food seems to ignite his taste buds, and he gets a box of crackers and heads for the TV room. Sally gained five pounds during semester exams. She dreads exams and always worries she won't do well. She claims she cannot concentrate without having something to eat. Jean helps out at her parents' restaurant on weekends. Sunday's menu features a magnificent buffet with tempting desserts. She usually has two desserts before the afternoon ends. Fred works after school at a gas station. After a hard night's work, he goes home, eats a sandwich and some munchies and then goes to bed.

These teens are moderately active but all of them are at least five pounds overweight.

Matching

Reasons for eating:

_____1. Motivated to eat by the appearance of food (B)

_____2. Eats at social events (A,B,C,D,E,)

_____3. Eats when studying (C)

_____4. Eats when tired (C)

_____5. Eats when watching TV (D)

_____6. Eats when lonely (E)

_____7. Eats when nervous and worried (A)

_____8. Eats when angry (B,C )

_____9. Motivated to eat by the smell of food (D)

Names:

A. Sally

B. Jean

C. Fred

D. Michael

E. Donna

Multiple Choice

_____10. Who was motivated to eat by the appearance of food? (A)
A. Jean
B. Michael
C. Donna
D. Sally
E. Fred

_____11. Who ate at sporting events? (E)
A. Sally
B. Fred
C. Michael
D. Jean
E. All of the above

_____12. Which person ate when he/she was tired? (B)
A. Michael
B. Fred
C. Sally
D. Donna
E. Jean

_____13. Who ate while watching TV? (A)
- A. Michael
- B. Jean
- C. Fred
- D. Sally
- E. Donna

_____14. Sally ate when she was: (C)
- A. tired
- B. lonely
- C. studying
- D. watching TV

_____15. Who was motivated to eat by the smell of food? (B)
- A. Jean
- B. Michael
- C. Donna
- D. Fred
- E. Sally

True-False

T F 16. Sally ate when she studied. (T)

T F 17. Michael was motivated to eat by the smell of food. (T)

T F 18. Fred was motivated to eat by the appearance of food. (F)

T F 19. Donna ate when she was lonely. (T)

T F 20. Fred ate when he was tired. (T)

Number 4.3

Objective: Given situations, the learner will illustrate the relationship between obesity in infants and children and adult obesity.

Domain: Cognitive Level: Application

Case Study

Martha started gaining weight at the age of 13. She had been nicknamed "Beanpole" in grade school, but by the age of 23, she looked more like a tree.

Multiple Choice

_____1. What area of Martha's life was most affected by her initial weight gain? (B)
- A. Family relationships
- B. School activities
- C. Employment
- D. Health

_____2. At what stage of her life did Martha become overweight? (C)
- A. Infancy
- B. Childhood
- C. Adolescence
- D. Adulthood

Case Study

Joey was a chubby baby. His mother said it was just baby fat and would disappear as he grew older. At the age of 3, the doctor found Joey had a heart condition. By the age of 6, Joey had trouble catching his breath after recess activities. At the age of 7, Joey was diagnosed as having diabetes.

Multiple Choice

_____3. What is the most logical explanation for Joey's physical condition? (A)
- A. Joey's failing health is caused by obesity
- B. Joey's mother forced him to over eat as a small child
- C. Joey is not a healthy child
- D. Joey has an enormous appetite

_____4. Which of the following may have helped Joey to be a healthy child? (D)
- A. His parents should have recognized Joey was overwieght during infancy
- B. His parents should have changed Joey's pattern of eating to avoid obesity
- C. His parents should have controlled Joey's diet as he grew up
- D. All of the above

Case Study

Mary's parents, Mr. & Mrs. Brown, believed that a fat baby was a healthy baby, and so from the beginning, they encouraged her to get plenty to eat. Their doctor recommended that Mary not be given solid foods until she was at least 6 months old, but her parents gave them to her at 2½ months. Mrs. Brown made sure that her family started each day with breakfast. Each day, she served foods from all 4 food groups. Mrs. Brown served Mary the same size servings of food as her two teenage brothers and her father. If Mary didn't eat everything on her plate, her mother took it as an insult to her cooking. Mrs. Brown loved to bake and there were always some goodies at home. The entire family snacked on "junk" food in the evenings. From an early age, Mary was obese. Now at 20, she is 25 pounds overweight.

True-False

T F 5. Mary developed too many fat cells as a child. (T)

T F 6. Mary learned her eating habits from her parents. (T)

T F 7. Mary's weight problem began in adolescence. (F)

T F 8. If they are started on solid foods too early, children can develop weight problems in later life. (T)

T F 9. Overweight children seldom grow up to be overweight adults. (F)

_____10. If Mary looses weight now: (B)
A. The number of fat cells will decrease
B. The size of the fat cells will decrease
C. The number and size of the fat cells will decrease

Place a 2 before each negative factor that contributed to Mary's weight problem. Place a 1 before each positive factor that led to good eating patterns.

_____11. Mary's parents believed that a fat baby was a healthy baby. (2)

_____12. Mary's parents gave her solid food when she was 2½ months old. (2)

_____13. Mrs. Brown made sure Mary started each day with breakfast. (1)

_____14. As a child, Mary received the same size servings of food as her teenage brothers and father. (2)

_____15. The family snacked on "junk" food in the evenings. (2)

_____16. If Mary didn't eat everything on her plate, her mother took it as an insult to her cooking. (2)

_____17. Each day Mrs. Brown served foods from all of the food groups. (1)

## NUTRITION

Number 4.4

Objective: Given a list of activities the learner will group the activities according to amounts of calories used.

Domain: Cognitive Level: Knowledge

Matching

Activity:

_____1. Bowling (D)

_____2. Dancing (E)

_____3. Sweeping (B)

_____4. Typing (A)

_____5. Playing cards (A)

_____6. Ironing (B)

_____7. Reading (A)

Type of Activity:

A. Sedentry

B. Light

C. Moderate

D. Vigorous

E. Strenuous

Multiple Choice

_____8. How many calories do sedentry activities use? (A)
A. 80-100
B. 110-160
C. 170-240
D. 250-350

_____9. How many calories do light activities use? (B)
A. 80-100
B. 110-160
C. 170-240
D. 250-350

_____10. How many calories do moderate activities use? (C)
A. 80-100
B. 110-160
C. 170-240
D. 250-350

_____11. How many calories do vigorous activities use? (D)
A. 80-100
B. 110-160
C. 170-240
D. 250-350

_____12. How many calories do strenuous activities use? (D)
A. 110-160
B. 170-240
C. 250-350
D. 350 and more

True-False

T F 13. Sedentary activities use 80-100 calories per hour. (T)

T F 14. Light activities use 110-160 calories per hour. (T)

T F 15. Moderate activities use 170-240 calories per hour. (T)

T F 16. Moderate activities use 110-160 calories per hour. (F)

T F 17. Sedentary activities use 110-160 calories per hour. (F)

T F 18. Vigorous activities use 250-350 calories per hour. (T)

T F 19. Strenuous activities use 350 and more calories per hour. (T)

# NUTRITION

Number 5.1

Objective: Given several situations the learner will describe the relationship between eating habits and over or underweight.

Domain: Cognitive Level: Comprehension

Multiple Choice

_____1. What is the best way to lose weight? (A)
A. Use more calories than you eat
B. Use less calories than you eat
C. Use the same amount of calories that you eat
D. All of the above

_____2. What is the best way to gain weight? (B)
A. Use more calories than you eat
B. Use less calories than you eat
C. Use the same amount of calories that you eat
D. None of the above

_____3. What is the best way to maintain your present weight? (C)
A. Use more calories than you eat
B. Use less calories than you eat
C. Use the same amount of calories that you eat
D. None of the above

_____4. One pound of fat equals approximately 4000 calories and one 25¢ bag of potato chips cantains 115 calories. How many bags of potato chips would cause you to gain one pound? (D)
A. 10
B. 18
C. 27
D. 34

_____ 5. Which of the following people is most likely to be overweight? (B)
   - A. A person who has little or no appetite and does not exercise regularly
   - B. A person who eats rich desserts and high protein foods and whose only exercise is walking to and from school
   - C. A person who eats rich desserts and high protein foods, plays on the football team and has a part time job after school.
   - D. A person who has little or no appetite and is on the school track team

_____ 6. Which of the following people is most likely to be underweight? (D)
   - A. A person who has little or no appetite and does not exercise regularly
   - B. A person who eats rich desserts and high protein foods and whose exercise is walking to and from school
   - C. A person who eats rich desserts and high protein foods, plays on the football team and has a part time job after school
   - D. A person who has little or no appetite and is on the school track team

True-False

T F 7. The best way to lose weight is to eat more calories than you use. (F)

T F 8. The best way to gain weight is to eat more calories than you use. (T)

T F 9. The best way to maintain your present weight is to use the same amount of calories that you eat. (T)

_____10. Snacking on foods high in carbohydrates in between meals is a good way to: (A)
A. Gain weight
B. Lose weight
C. Maintain present weight

Case Study

Betsy skips breakfast. By 10:00 she's hungry, so she eats a candy bar. At lunch time, she only eats french fries and a soft drink. By 2:30 she is hungry again and gets something else from the vending machine. She eats dinner at 4:30 and usually has a sandwich before going to bed.

_____11. Betsy's eating habits will most likely lead her to become: (A)
A. Overweight
B. Underweight
C. Normal weight

Case Study

Mark eats 3 meals, which include the required servings from each food group. He snacks on raw fruits and vegetables. He exercises daily.

_____12. Mark's eating habits will most likely lead him to be: (A)
A. Normal in weight
B. Overweight
C. Underweight

Case Study

Nancy participates in school sports. She eats one meal a day, which usually consists of a tossed salad and broiled fish.

_____13. Nancy's eating habits will most likely lead her to be: (C)
A. Overweight
B. Normal in weight
C. Underweight

Number 5.2

Objective: Given case studies, the learner will describe the relationship between activity levels and calories used.

Domain: Cognitive Level: Comprehension

Case Study

Sue is a secretary in a law office. Her daily activities include making fresh coffee, watering the plants, taking dictation, typing letters and reports, filing papers, answering the telephone and receiving clients. She usually eats lunch at a small restaurant a block from the office building.

Multiple Choice

_____ 1. Approximately how many calories would Sue use during a six hour work day? (B)
   A. 500
   B. 700
   C. 1200
   D. 1500

_____ 2. Which of Sue's activities uses the most calories? (C)
   A. Making coffee and watering plants
   B. Taking dictation and filing
   C. Filing and typing
   D. Typing and receiving clients

True-False

T F 3. Sue uses approximately 700 calories during a 6 hour work day. (T)

T F 4. Sue's duties at work are classified as light activities. (T)

Case Study

Ronnie is a lifeguard at a city pool. He works 8 hours each day. He spends six of these on duty at the pool side, one hour in the concession stand, and one hour for lunch. He does a lot of walking around the pool to keep watch over the swimmers and to talk to the many friends he has made while working. Ronnie rides his bicycle to and from work and usually goes home for lunch, which makes a total of 2 round trips daily.

Multiple Choice

_____ 5. What is the best description of Ronnie's activities? (C)
   A. Ronnie has no strenuous activities
   B. Ronnie has no light activities
   C. Ronnie has some light and some strenuous activities
   D. Ronnie has all strenuous activities

_____ 6. Which of Ronnie's activities used the most calories? (C)
   A. Working in the concession stand
   B. Suntanning
   C. Bicycle riding
   D. Walking around the pool

_____ 7. When did Ronnie use the most calories? (A)
   A. Making two round trips on his bicycle
   B. Making one round trip on his bicycle and working one hour at the concession stand
   C. Working one hour at the consession stand and two hours at the pool.
   D. Working six hours at the pool side

True-False

T F 8. Ronnie uses more calories bicycling two round trips than working the concession stand one hour and the pool side two hours. (T)

T F 9. Bicycle riding uses more calories than working around the pool. (T)

10. **Case Study**

Mike is an energetic teenager. He maintains a paper route of 90 customers, reads detective stories, mows his grandmother's yard and plays ball with his younger sister. He finds many other odd jobs to fill his spare time. In addition, sometimes he bowls, skateboards, swims, reads, and watches TV.

Instructions: Order Mike's activities by the amount of calories used in each. Number 1 uses the most calories while number 8 uses the least.

_____Delivering newspapers on foot (5)

_____Reading (8)

_____Mowing grandmother's yard (6)

_____Bowling (3)

_____Playing ball (4)

_____Skateboarding (2)

_____Swimming (1)

_____Watching TV (7)

Number 5.3

Objective: The learner will apply techniques of behavior modification to weight control for self and others.

Domain: Cognitive Level: Application

True-False

T F 1. Small portions of food look larger on a salad plate than on a dinner plate. (T)

T F 2. Conversation can be used as a substitute for eating. (T)

T F 3. To control your weight, walk instead of ride, stand instead of sit and sit instead of recline. (T)

Number in sequence the following steps to losing weight. One is the first step and eight is the last step.

4._____Make decision to lose weight. (1)

5._____Set a goal. (4)

6._____Count calories carefully. (7)

7._____Get medical advice from your doctor. (2)

8._____Be physically active. (6)

9._____Determine the best weight for your age, sex, and body build. (3)

10._____Stick to your diet. (8)

11._____Change your eating habits. (5)

Label each statement with a "+" if it is a positive step toward weight lose. Label the statement "O" if it is a negative step.

_____12. Since your decision to lose weight, you have kept a diary of your eating habits. (+)

_____13. You ate a bag of potato chips instead of your school lunch. (O)

_____14. For an afternoon snack, you ate celery and carrot sticks instead of cookies. (+)

_____15. Since the beginning of your diet, you have eaten your meals in a bean bag chair in the family room. (+)

_____16. Since you were in a hurry, you took the escalator rather than the stairs. (O)

_____17. Grandma made a delicious cake, so you had a large piece. (O)

_____18. After a Saturday afternoon baseball game, you had a tall glass of ice water. (+)

NUTRITION

Number 8.1

Objective: Given a variety of diets, the learner will identify fad diets which would give only limited information and success in weight control.

Domain: Cognitive                                  Level: Application ↑

## ZEN MACROBIOTICS

Zen Macrobiotics is an ancient philosophy that includes a series of ten diets. Each diet has a special purpose.

Animal foods are on a low level and limited to the dieter

Eventually the diet consists of cereals on a high level

Minimum quantity of water

Restrictions:
- Chemical white sugar and any food containing sugar
- Dietary items
- Fruits
- Potatoes
- Seasonings
- Salt

Substitutions:
- Macrobiotic foods can be substituted for milk for infants

The Zen Macrobiotic diet is a good example of a fad diet formed by a religion-based dietary cult. After evaluating the diet, one could arrive at the following conclusions:

True-False

T F 1. The diet would be healthful because of its emphasis on organic foods. (F)

T F 2. The diet would provide the necessary food choices for a growing child. (F)

T F 3. The diet restricts sugar and meats, which can lead to energy and protein deficiencies. (T)

T F 4. Zen Macrobiotics provides a safe and effective way to lose weight. (F)

Case Study

Betty has decided to go on a high protein diet. After two weeks, she has put on 3 lbs. and her pocket book is empty.

_____5. Which of the following conclusions can you make about Betty? (D)
  A. Betty did not stick rigidly to the guidelines of the diet and therefore it failed.
  B. The body only consumes about 17% of protein and derides the rest into fats and carbohydrates.
  C. Betty should have used alternative forms of meat (example-lean hamburger for a steak).
  D. All of the above.

T F 6. Betty's diet was based on sound principles of nutrition. (F)

Case Study

A friend at school recommends that Carol try the latest "Natural Diet". This diet includes organically grown fruits and vegetables, natural cereal products, skimmed milk and organic fruit juices. After 3 weeks, Carol was tired, her skin was pale and she was losing wieght.

True-False

T F 7. Fat deficiency in the diet explains Carol's lack of energy. (T)

T F 8. Carol's diet is an example of a fad diet. (T)

T F 9. Carol's diet could have been improved by adding more meat sources or $B_{12}$ vitamin supplements. (T)

T F 10. Carol's diet could result in a severe case of malnutrition over an extended period of time. (T)

Consider the following diet.

Breakfast:

Scrambled eggs (1 egg )
Ham (2 ounces)
Water (8 ounces)

Lunch:

Broiled hamburger (2 ounces)
Water (8 ounces)

Dinner:

Steak ( 6 ounces)
Water ( 8 ounces)

Snack:

Hard boiled egg ( 1 egg)
Carrots ( 1 cup raw)

True-False

T F 11. The above diet is an example of a fad diet. (T)

T F 12. The diet provides a safe way to loose weight. (F)

T F 13. The above diet limits the amount of carbohydrates in the diet. (T)

T F 14. People could probably loose weight on the above diet. (T)

_____15. Which of the following would a teenager need to make the diet nutritionally adequate? (B)
A. 4 servings of milk, 4 servings of fruit and vegetables, and 4 servings of bread and cereals
B. 4 servings of milk, 3 servings of fruit and vegetables, and 4 servings of bread and cereal
C. 2 servings of milk, 4 servings of fruit and vegetables, and 4 servings of bread and cereal
D. 3 servings of milk, 2 servings of fruit and vegetables, and 4 servings of bread and cereal

Number 6.2

Objective: Given a variety of nutrition misinformation, the learner will describe ways in which each can be costly or harmful.

Domain: Cognitive    Level: Comprehension

True-False

T F 1. People need to take vitamin supplements to be sure they get all the essential nutrients needed by their bodies. (F)

T F 2. It is wise to avoid extremes and eat a variety of foods in reasonable amounts. (T)

T F 3. It is necessary to eat natural foods without preservatives. (F)

T F 4. Eating yogurt, wheat germ and honey keeps you looking and feeling fit. (F)

T F 5. Although organic foods are more expensive, you can justify their purchase because they are better for you. (F)

T F 6. If large amounts of vitamin A are taken over a long period of time, pressure within the human skull can be increased. (T)

Popular food myths are claims based on unreliable information, which can be costly and harmful to the consumer.

In the left are food myths and on the right are statements explaining why the information is incorrect. In the blank before each myth, place the number of the definition which explains why it is a fallacy.

_____7. Fish serves as brain food. (3)

_____8. Fish and milk are harmful if eaten together (1)

1. Once foods are eaten, they lose their identity in the digestive tract
2. Some diets are deficient in nutrients and can be harmful.
3. No food serves a special purpose.

4. Nutritional benefits, derived from using special cooking equipment, are unfounded.

Case Study

Carol is twenty pounds overweight. She read an advertisement in a teen magazine about a way to lose weight quickly. It read: "Too fat? Then lose 30 pounds in 30 days. Just take a tablespoon of special diet oil before each meal."

T F 9. If Carol buys the oil, she'll be wasting her money. (T)

Case Study

Buddy Jones, five years old, took 30 vitamin tablets with iron one day. He thought they would make him stronger.

_____10. What will be the most likely effect of Buddy's action? (C)

A. Buddy will probably be stronger and healthier.
B. Buddy won't become noticeably stronger or healthier from one large dosage. However, large amounts of vitamin and mineral supplements cannot harm him either.
C. Large amounts of vitamin and mineral supplements can be harmful. Buddy will probably need a doctor's attention. He could suffer from vitamin and iron poisoning.

_____11. What are some of the symptoms Buddy may develop from taking a large dosage of the tablets (E)

A. Rash
B. Diarrhea
C. Headaches
D. Poisoning
E. All of the above

Case Study

Mary heard the following advertisement on the radio:

Husband: "My wife looks better than she did fifteen years ago."

Wife: "I feel better, too. I eat a well balanced diet and get plenty of rest and exercise. I take a vitamin tablet daily, just to be sure."

After hearing the advertisement, Mary went to a health food store and bought a bottle of vitamin tablets. In addition, since she had a cold, she bought a bottle of vitamin C tablets. The salesman recommended that she buy vitamin C tablets which were made from rose hips. One hundred tablets cost $6.00. He said natural vitamins were better than synthetic ones.

True-False

T F 12. If Mary takes large amounts of the vitamin tablets daily, her health could be harmed. (T)

T F 13. Mary can get adequate nutrients by eating a balanced diet. (T)

T F 14. The salesman was correct when he said that natural vitamins are more nutritious than synthetic ones. (F)

T F 15. Vitamin C will cure Mary's cold and help to prevent future ones. (F)

____16. The vitamin C tablets from rose hips : (A)
A. Cost more than synthetic vitamins.
B. Are more effective than synthetic vitamins.
C. Will cure Mary's cold.

# NUTRITION

Number 7.1

Objective: Given a list of sources of nutrition information, the learner will distinguish between valid and less valid sources.

Domain: Cognitive    Level: Comprehensive

Place a "+" in front of each valid source of nutritional information and a "-" in front of each invalid source.

_____1. Prevention Magazine (+)

_____2. County health nurse (+)

_____3. TV advertisements (-)

_____4. Dietitian (+)

_____5. Professional journals (+)

_____6. Reader's Digest (-)

_____7. Your best friend (-)

_____8. American Medical Association (+)

_____9. Home Economics Teacher (+)

_____10. USDA Pamphlet (+)

_____11. Glamor Magazine (-)

_____12. Clerk in health food store (-)

_____13. College food course (+)

_____14. Manager of a health food store (-)

_____15. County Extension Agent (+)

_____16. All of the following are valid sources of nutrition information except: (D)
A. Dietician
B. Library
C. College food course
D. A public sanitarian

If the source listed below is a valid source of nutritional information, write a "+" in front of the statement. If it is not a valid source, write a "-".

_____17. Carol read about a new diet in Glamor Magazine. (-)

_____18. The American Dietetic Association published a report which states that two out of every five teenagers have a weight problem. (+)

_____19. Seventeen magazine states that Vitamin C causes stress. (-)

_____20. A USDA pamphlet stated that Brand X orange juice was the best buy for the money. (+)

_____21. A home economics teacher said that starvation diets could be hazardous to one's health. (+)

_____22. A television advertisement stresses the need for women to take an iron supplement daily. (-)

_____23. The family doctor prescribes diet pills to help in weight loss. (+)

_____24. Your brother, who has operated an organic food store for many years, stresses the importance of eating health food. (-)

_____25. Daphe's best friend recommends a diet to lose 15 pounds in two weeks. (-)

_____26. The county extension agent informed Louise that well balanced diets need no vitamin or mineral supplements. (+)

Number 7.2

Objective: Given a question concerning nutrition, the learner will list several sources used to locate the correct answer.

Domain: Cognitive    Level: Knowledge

The following people had nutrition questions. Write T if a good source was consulted to answer the question. Write F if a poor source was consulted.

_____1. Ralph went to Organic Gardening to find if white bread is better for you than whole wheat bread. (F)

_____2. Mary wanted to find out if diet pills were bad for her health, so she went to her family doctor. (T)

_____3. For her class report, Jackie consulted USDA publications. (T)

_____4. Betty wanted information about nutrition labeling so she contacted an extension agent. (T)

_____5. Carol consulted a doctor to help choose an appropriate weight loss diet. (T)

_____6. Bob wanted information about health foods, so he went to a nutrition store in a local mall. (F)

_____7. Betsy wanted to know if it was harmful to cook food in aluminum pans so she asked a door to door salesman. (F)

_____8. Tasha asked a dietician for information on low sodium diets. (T)

_____9. Aaron asked his family dentist about the effect sugar has on teeth. (T)

_____10. If Mary wanted information on fad diets, she should consult a: (B)

A. manager of a health food store
B. dietician
C. public sanitarian
D. diet book

Below on the left are definitions of terms on the right that would be excellent sources to find nutrition information. Match the definition with the appropriate source.

_____11. This agency publishes a Consumer magazine for the public. (C)

_____12. This agency handles local level complaints and takes immediate action. (A)

_____13. Government agency which checkes advertisements of food products. (E)

A. Better Business Bureau

B. University or College

C. US Food and Drug Administration

D. US Department of Agriculture

E. Federal Trade Commission

F. Department of Health, Education and Welfare

_____14. What is the best source to consult about special diets? (C)
- A. Diet Books
- B. Glamor magazine
- C. Dietitian
- D. Friend

_____15. Which of the following is the least reliable source to acquire information on dieting during pregnancy? (D)
- A. Prenatal clinic
- B. Vocational food service teacher
- C. Family doctor
- D. Salesperson in a health food store

_____16. All of the following are reliable sources of information on fad diets except: (C)
- A. Public health department
- B. Diet books
- C. Family doctor
- D. Dietitian

## NUTRITION

Number 8.1

Objective: Having assessed the special food needs of children, adolescents, adults, and older persons, the learner will plan a days diet for each.

Domain: Cognitive Level: Application ↑

Breakfast:

Orange Juice (½ cup)
Toast (1 slice)
Butter (½ Tbsp.)

Lunch:

Peanut Butter Sandwich ( 2 slices of bread, 4 Tbsp. peanut butter)
Apple (1 medium size)
Milk ( 1 cup)

Snack:

Carrot Sticks (1 cup of raw carrots)

Dinner:

Flounder (2 Oz.)
Broccoli (½ cup cooked)
Roll (1)
Ice cream (1 3/4 cup)
Iced tea (1 cup)

_____1. The menu contains the required servings of food for: (A)
- A. Adults
- B. Children
- C. Teenagers
- D. None of the above

_____2. Which of the following will make the menu complete for the nutritional needs of teenagers? (A)
- A. 1 cup of yogurt
- B. 1 cup of cottage cheese and 1 egg
- C. 2 eggs
- D. 1 slice of bread

_____3. What is the least number of servings needed to make the diet complete for teenagers? (C)
A. one serving of meat
B. two servings of milk
C. one serving of milk
D. one serving of meat and one of vegetables

_____4. Which of the following can be substituted for 1 3/4 cup of ice cream? (D)
A. ½ cup of pudding
B. two eggs
C. 8 ounce milk chocolate bar
D. two cups of cottage cheese

_____5. Which of the following is needed for the menu to meet the minimum nutritional needs of children? (B)
A. two eggs and one cup of milk
B. one to two cups of milk
C. two eggs and ½ cup of mashed potatoes
D. 1 slice of bread and ½ grapefruit

_____6. Which of the following could be substituted for the peanut butter sandwich? (B)
A. 1 cup ready to eat cereal
B. 1 cup dried beans, 1 slice of bread and ½ cup of cooked oats
C. one egg, one slice of bread, and ½ cup of ready to eat cereal

_____7. How many more servings from the meat group are reccommended for children? (A)
A. 0
B. 1
C. 2
D. 3

_____8. How many more servings from the fruit and vegetable group are recommended for teenagers? (A)
A. 0
B. 1
C. 2
D. 3

_____9. How many more servings from the milk group are recommended for teenagers? (B)
A. 0
B. 1
C. 2
D. 3

_____10. Which of the following is the best choice of a meat dish for children? (A)
A. roast beef
B. spicy chili
C. pepper steak

Number 8.2

Objective: Given situations, the learner will identify the special food needs of persons participating in athletic activities.

Domain: Cognitive Level: Knowledge

True-False

T F 1. Tea is a good choice for a pre-game beverage. (F)

T F 2. An athlete, who participates in summer events, can rely on his sense of thirst as an indicator of his body's need for additional liquids. (F)

T F 3. Male athletes, over the age of eleven, need between 2400-3000 calories each day. (T)

T F 4. While in training athletes need to consume gelatin every other day. (F)

T F 5. The traditional pre-game breakfast of steak has physiological merit. (F)

T F 6. Athletes should consume a pre-game meal that is high in fat. (F)

T F 7. As a high school athlete increases his protein intake, his need for water also increases. (T)

T F 8. Athletes need to drink liquids throughout day long competitive events. (T)

T F 9. Athletes and non athletes have the same daily requirements for vitamins. (T)

T F 10. The pre-game meal should be consumed three to four hours before the actual competition begins. (T)

T F 11. A pre-game meal should be high in bulk. (F)

T F 12. Female athletes, over the age of eleven, need between 2400-2550 calories per day. (F)

T F 13. Athletes need thiamine to maintain good muscle tone. (T)

T F 14. If an athlete drinks milk before a competition, his/her speed of movement will be reduced. (F)

T F 15. An athlete, who drinks milk before a game, will experience "cotton mouth" during the competition. (F)

Number 8.3

Objective: Having investigated the need for nutrients during pregnancy, the learner will recognize the relationship between food intake and health of mother and fetus.

Domain: Cognitive Level: Knowledge

Matching

_____1. Repairs body cells (C)

_____2. Prevents anemia (B)

_____3. Builds bones and teeth (A)

_____4. Aids in growth of new tissue (C)

_____5. Forms antibodies (C)

A. Calcium

B. Iron

C. Protein

Matching

_____6. Helps nerves to react normally (C)

_____7. Maintains healthy skin and hair (A)

_____8. Repairs body cells (B)

_____9. Maintains good vision (A)

_____10. Builds bones and teeth (C)

_____11. Aids in blood clotting (C)

_____12. Aids in growth of new tissue (B)

A. Leafy green vegetables

B. Meat

C. Milk

Multiple Choice

_____13. Which of the following nutrients makes the body cells work properly? (C)
A. Calcium
B. Protein
C. Vitamins

_____14. Which of the following nutrients builds bones and teeth? (A)
A. Calcium
B. Iron
C. Protein

_____15. Which of the following nutrients provides energy for the body? (B)
A. Calcium
B. Carbohydrates
C. Minerals

_____16. Which of the following nutrients prevent anemia? (C)
A. Calcium
B. Carbohydrates
C. Iron

True-False

T F 17. In Leningrad, when the diets of pregnant women consisted mainly of rye bread, the infant mortality rate was high. (T)

T F 18. Studies have found a positive relationship between maternal protein intake and infant weight. (T)

T F 19. Studies have found that the nutritive condition of pregnant women influenced the well being of their offspring. (T)

T F 20. When the protein and caloric intake of pregnant women is reduced, low birth rates can occur. (T)

T F 21. Burke and his associates found no relationship between maternal intake and infant length. (F)

Number 8.4

Objective: Given case studies, the learner will compare the diet of a pregnant woman and that of a pregnant adolescent to determine if nutritional requirements are met.

Domain: Cognitive Level: Application ↑

Case Study

Sue is 16 and in her second month of pregnancy. Sally is 24 and 5 months pregnant. Their doctor stresses the need for good nutrition during pregnancy. After questioning them he found that a typical daily diet for them was as follows:

Breakfast:

Grapefruit juice (½ cup)

Lunch:

Hamburger (2 ounces cooked meat and 2 slices of bread)
Carrots (1 cup raw)
Coke (1 cup)

Dinner:

Meatloaf (2 ounces)
Broccoli ( 1/2 to 3/4 cup cooked)
Milk (1 cup)

Snack:

Apple (1 medium size)

_____1. How many more servings from the meat group does Sue need? (B)
A. 0
B. 1
C. 2
D. 3

_____2. How many more servings from the meat group does Sally need? (C)
A. 0
B. 1
C. 2
D. 3

_____3. How many more servings from the fruit and vegetable group does Sue need? (A)
A. 0
B. 1
C. 2
D. 3

_____ 4. How many more servings from the fruit and vegetable group does Sally need? (A)
A. 0
B. 1
C. 2
D. 3

_____5. How many more servings from the bread and cereal group does Sue need? (B)
A. 0
B. 1
C. 2
D. 3

_____6. How many more servings from the bread and cereal group does Sally need? (B)
A. 0
B. 1-2
C. 3
D. 4

_____7. How many more servings from the milk group does Sally need? (D)
A. 0
B. 1
C. 2
D. 3

_____8. How many more servings from the milk group does Sue need? (D)
A. 0
B. 1
C. 2
D. 3

_____9. How many more servings from the milk group will Sue need in three more months? (D)
A. 0
B. 1
C. 2
D. 3

_____10. How many more servings from the meat group will Sue need in three more months? (C)
A. 0
B. 1
C. 2
D. 3

_____11. How many more servings from the milk group would Sally have needed in her third month of pregnancy? (C)
A. 0
B. 1
C. 2
D. 3

T F 12. The above menu meets Sue's nutritional requirements. (F)

T F 13. The above menu meets Sally's nutritional requirements. (F)

## NUTRITION

Number 9.1

Objective: Given case studies, the learner will describe how basic food habits are established early in life.

Domain: Cognitive Level: Comprehension

Case Study

Pat and George are a two career family. They have one child, Aaron, who is 3 years old. He walks, runs, climbs, and tries many social skills. Pat is pleased with his accomplishments, and therefore, she gives him a chocolate chip cookie each time she feels he is successful. This is a big treat for Aaron.

True- False

T F 1. Food, especially sweets, should never be given as a reward for good behavior, parental love, or any type of achievement. (T)

T F 2. It is acceptable to reward good behavior as long as nutritious food is given. (F)

T F 3. Food which rewards good behavior will eventually establish early habits of over eating. (T)

Case Study

A young housewife was asked about her food spending habits. Some of her responses were:

"I live with my husband and our two children. Cheryl is 5 and Beth is 2. Lately, my husband has begun to complain about putting on a few extra pounds. I have decided not to purchase any snack items (chips, cookies, cakes) this week because they are fattening and junk food."

"The children come shopping with me and choose their own cereal, depending on what was advertised on television the past week. I see Cheryl has chosen COCOA PEBBLES. Beth wants it too, because she only eats what Cheryl eats."

"I don't know much about nutrition. I am trying very hard to establish good eating habits by the food I purchase at the supermarket."

True-False

T F 4. Some TV advertisements tempt and encourage children to eat many high calorie foods. (T)

T F 5. TV advertisements have a positive effect in establishing good eating patterns in children. (F)

T F 6. Snacks are bad and should be eliminated from a child's diet. (F)

T F 7. Food habits can not be picked up by children until they reach a certain age. (F)

T F 8. Advertisements can influence the foods children eat. (T)

Case Study

Patrick munched on a candy bar as he and his friend, Bill, boarded the school bus. He said that he would offer Bill a bite, but the candy was his breakfast. "I like to sleep late. My mother has stopped trying to get me up early enough to eat breakfast, so I eat a candy bar every morning."

True-False

T F 9. Patrick is developing an early habit of eating junk food. (T)

T F 10. Patrick's habit of not eating breakfast is too late to be corrected. (F)

T F 11. Patrick's mother should keep trying to help her son develop a more nutritious eating pattern. (T)

T F 12. Eliminating junk food around the house could have helped to prevent this food pattern from developing. (T)

Case Study

When Julie was young, her parents tried to subject her to as many activities as possible. Of course, there were the many weekly movies (and popcorn), the public zoo (animal crackers), seasonal basketball games (coke and potato chips), and county carnivals (cotton candy).

Now that she is a teenager, she is even more anxious to attend public and county functions.

True-False

T F 13. Because of previously learned food habits, pleasure has become a major reason for Julie to eat. (T)

T F 14. Her parent's persistence in attending various activities helped to establish positive eating habits for Julie. (F)

# NUTRITION

Number 9.2

Objective: Given case studies, the learner will analyze the effect of mother's and father's influence on a child's eating habits.

Domain: Cognitive Level: Application

True-False

T F 1. Family eating habits are transmitted by learning and experience. (T)

T F 2. Children learn to value and prefer certain foods very early in life. (T)

Case Study

Bob and Sue have six children ranging in ages from two to eighteen. Sue loves to cook and the whole family loves to eat. Every member of the family has an obesity problem which has resulted from over eating. Sue provides a huge breakfast for the family every day; packs lunches that include special goodies; has cookies and other treats ready for the children after school; always has a large supper; and encourages everyone to come to the kitchen for an extra dessert before bed. Snacks are always available and the children especially like soft drinks.

True-False

T F 3. The children inherited their eating habits. (F)

T F 4. Bob and Sue,who encourage over eating, are helping develop good eating patterns. (F)

T F 5. Bob and Sue are helping their children develop good eating habits. (F)

T F 6. Many parents who encourage over eating believe that eating satisfies more than dietary needs. (T)

T F 7. Bob and Sue have the children's best interest in mind when they encourage them to eat large meals and to snack. (F)

T F 8. Bob and Sue's children observe and imitate what their parents eat. (T)

T F 9. Bob and Sue's children have the same eating habits as their parents because children learn by observing. (T)

Case Study

Eric and Jane are very proud of their son George who is four and currently enrolled in the high school's nursery school program. Eric recently bragged about what a good wife Jane was because she only cooked the foods he liked. He admits he is a picky eater and only likes a limited number of foods. He positively will not eat any vegetables other than potatoes. George says his Dad is a picky eater also. Recently the nursery school teacher sent a note to Eric and Jane indicating that George would eat only a limited number of the foods served at the school lunch. The parents want him to be a model student, so they have been telling him to clean his plate at school or he will be spanked.

True-False

T F 10. Eric's dislike of food, acquired at a certain age, may continue throughout life. (T)

T F 11. Eric needs to eat large quantities of a limited number of foods to insure his good health. (F)

T F 12. Eating habits are established early in life. (T)

T F 13. Eric and Jane will resort to spanking because of their great concern about their son's health. (F)

T F 14. Eric's food likes and dislikes are patterned after his parents. (T)

T F 15. Acquiring tastes for only a few foods is helpful if people want to stay slim and healthy. (F)

Case Study

Connie and Joe Smith have two children, Jackie is 13 and Ann is 17. They are an active family and often eat "on the run". Both parents work and the family usually gets up too late to eat breakfast. Lunch is from the vending machine at school or work and each usually grabs a sandwich before the evening's activities. Ann has been studying nutrition in school and has been criticizing the family's eating patterns.

True-False

T F 16. It is likely that the Smith family will change their dietary habits with little difficulty. (F)

T F 17. The Smith family is active and not ill, so Ann should not be concerned about the eating habits. (F)

T F 18. Eating habits are established early in life and cannot be changed. (F)

T F 19. The Smith children are likely to model the eating patterns of their parents. (T)

T F 20. It is too late for Ann's eating patterns to change. (F)

T F 21. To insure their health, the Smith family must eat three regular sit down meals a day. (F)

## CONSUMER EDUCATION

| Obj. # | Level | Days of Instruction | % of Instructional Days | # of ?'s per obj. |
|---|---|---|---|---|
| 1.1 | K | | | |
| 1.2 | C | | | |
| 2.1 | App | | | |
| 2.2 | App | | | |
| 3.1 | K | | | |
| 3.2 | App | | | |
| 3.3 | K | | | |
| 4.1 | App | | | |
| 5.1 | App | | | |
| 6.1 | App | | | |
| 6.2 | C | | | |
| 6.3 | K | | | |
| 7.1 | App | | | |
| 7.2 | C | | | |
| 8.1 | K | | | |
| 8.2 | App | | | |
| | | Total ____ | Total 100% | Total # of ?'s ____ |

## CONSUMER EDUCATION

Number 1.1

Objective: The learner will cite factors that influence income/earnings at a given point in time as over a lifetime.

Domain: Cognitive Level: Knowledge

True-False

_____1. Time influences a person's earnings. (T)

_____2. The ability to adjust to economic and social changes has little influence over lifetime earnings. (F)

_____3. High school graduates earn about the same wages as technical school graduates. (F)

_____4. Work attitudes affect income. (T)

_____5. Energy can influence income or earnings at a given point in time or over a lifetime. (T)

_____6. The ability to make wise decisions influences income and earnings. (T)

_____7. By increasing your human capital, it's easier to get a higher paying job. (T)

_____8. Saving money for a rainy day has less of an influence on earning power than developing job skills. (T)

_____9. To be able to use knowledge and ability in earning a living, you need time and energy. (T)

_____10. Skills can influence the amount of income earned over a lifetime. (T)

_____11. Knowledge influences the amount of income earned over a lifetime. (T)

_____12. Human capital has little influence on the income options you have in a lifetime. (F)

_____13. Which is essential if you are to make the most of human resources? (D)
A. Have an adequate income
B. Satisfy your wants
C. Have the newest equipment
D. Set realistic goals

_____14. Which of the following would most likely influence income during a lifetime? (B)
A. Family size
B. Ability
C. Inflation
D. A new baby

## CONSUMER EDUCATION

Number 1.2

Objective: Given case studies depicting various lifestyles, the learner will explain the relationship between human capital and lifestyle options.

Domain: Cognitive Level: Comprehension

Case Study I

John is a high school senior. He is a B student and plays basketball. He gets up early to deliver papers daily, and during the summer months he mows lawns in his neighborhood. He has $3,000 in a savings account. His father is an insurance salesman and his mother works part-time in an office. John lives in a five year old house with his two younger sisters and parents. Next fall he plans to attend the state university to study law.

_____1. Which of the following is most likely an example of the human capital which affects John's earning power and lifestyle? (D)
- A. John's savings account
- B. John's lawnmower
- C. John's father's education
- D. John's ability to mow lawns

_____2. What is most likely to be a need for John? (B)
- A. A TV set
- B. A bicycle
- C. An automobile
- D. A basketball

_____3. Which of the following is the least likely to affect John's earning ability? (B)
- A. John's motivation to work
- B. John's savings account
- C. John's grades in school
- D. John's athletic ability

The following table represents the relationship between the yearly income of certain families and the amount of money they spend for clothing.

| Family incomes | % of Income Spent on Clothing Per Year |
|---|---|
| Under $1,200 | 20.0% |
| $1,200 - $3,000 | 18.5% |
| $3,000 - $5,000 | 15.0% |
| $5,000 - $10,000 | 13.5% |
| $10,000 and over | 10.0% |

Based on the chart, choose either true or false for each of the following statements.

_____4. Wealthier families have more money to spend on clothing. (T)

_____5. Low-income families buy more expensive clothing than wealthier families. (F)

Matching: Read the case study. Then match the types of human capital on the left with the appropriate question on the right. Use each answer only once.

Case Study II

Jack drops out of high school and finally finds a job as a farm worker at minimum wage. He has never worked on a farm. Because of the low pay, he is living with his parents. He doesn't really want to work. However, he needs the money to buy a car.

_____6. What type of human capital least likely determined Jack's present lifestyle? (C)

_____7. If he had stayed in a general high school program, what kind of human capital would Jack have most acquired to help him obtain a better job? (A)

_____8. In a vocational agricultural class, what type of human capital would Jack have developed to help him get a better farm job? (B)

A. Knowledge

B. Skills

C. Time

D. Energy

Case Study III

Barbara and John Blake decided to move to a small farm in the country to get away from city life. John attended college for one semester but decided to try something else. He enjoys building things, and so, he started a cabinet-making business. Barbara graduated from college and found a teaching job. Barbara enjoys camping and gardening. The Blakes have no modern appliances or conveniences, but they enjoy their style of living.

_____9. Which type of human capital most helped Barbara get her job? (A)
A. Knowledge
B. Skills
C. Energy
D. Time

_____10. Which type of human capital most helped John gain employment? (B)
A. Knowledge
B. Skills
C. Energy

_____11. Which type of human capital probably helps Barbara and John with their food production? (A)
A. Skills
B. Energy
C. Time

T F 12. When human capital increases income, living standards automatically increase. (F)

Number 2.1

Objective: Given a family financial situation describing goals, income and expenditures, the learner will formulate a plan for balancing a budget and achieving goals.

Domain: Cognitive Level: Application ↑

Situation I

Jackie and Mike Field are renting a home in the country. Besides rent, they must pay all utilities. Both of them work in a city, 20 miles away. Together they make $18,000 yearly. They have a savings account which yields $100 annually. They need to buy a car for transportation to and from work. Also, one day they would like to own their own home.

T F 1. The Field's long term goals should be as specific and detailed as their short term ones. (F)

T F 2. The Field's should concentrate only on their short term goals, until they are reached, and then focus on their long term goals. (F)

T F 3. In devising their budget, the Field's should first estimate their cash income. (T)

Situation II

The McDonalds consider themselves lucky financially. Their combined salaries total more than $65,000 annually. They have a comfortable home in a nice residential neighborhood, $5,000 in savings and two cars. They plan to provide their two teenage children with good college educations. The McDonalds look forward to approximately 20 more years of employment.

T F 4. Since the McDonald's income is so high, a budget is unnecessary. (F)

_____5. Which goal should take priority in the immediate future? (C)
A. A vacation at the beach
B. A retirement fund
C. An education fund
D. An additional car

_____6. The McDonalds discretionary money: (C)
A. Comprises a small percentage of their income.
B. Pays for necessities.
C. Remains after fixed expenses.
D. Goes to the government for taxes.

Situation III

The Kerrs have always had money problems. Just when they almost get out of debt, something else unexpected happens. Jack makes $9,800 a year as an auto mechanic and Jennifer is a homemaker. They have two small children. The Kerrs would like to own a home some day and have a nice car instead of the old "clunker" Jack drives. They would like to go out occasionally also.

T F 7. Since he is the wage earner, Jack should plan the budget by himself. (F)

T F 8. Savings should not be an area in the budget, since income doesn't cover the essentials. (F)

T F 9. With their present financial situation, the Kerr's long time goals will be easily attained. (F)

T F 10. The discretionary income will be the largest area in the Kerr's budget. (F)

_____11. Which area in the Kerr's budget will demand most of their income? (D)
A. Discretionary expenditures
B. Taxes
C. Savings
D. Fixed costs

_____12. In setting up their budget, the Kerrs should first: (C)
A. Read a book on budgeting
B. Get a lot of envelopes and divide their money into spending categories
C. Determine what they want from life
D. See how their parents budget their money

13. ORDERING

Families must follow a definite procedure for setting up a workable budget. Arrange the following steps in the proper sequence (1 for the first step and 5 for the last).

_____A. determine flexible costs (3)

_____B. evaluate and adjust (5)

_____C. formulate goals (1)

_____D. put into practice (4)

_____E. establish fixed expenses (2)

## CONSUMER EDUCATION

Number 2.2

Objective: Given a situation in which the income may be higher or lower than expenditures, the learner will make plans for adjusting the budget.

Domain: Cognitive    Level: Application

Multiple Choice

Directions: Below are descriptions of three couples. Following these are a list of adjustments that should be made in the couples' budgets. Decide which couple is most likely to make each change. Base your choice upon the personal and financial needs of each couple.

Couple A: Bill and Jane are in their late twenties and have been married for 6 months. Both work. They are still paying off a college loan and are buying a home.

Couple B: Anthony and Tia are 37 and 35 respectively. They have three children, ages 11, 9 and 6. They own their home. Anthony works outside the home and Tia is a homemaker.

Couple C: Ben and Josephine are a retired couple in their sixties. They own their home and live on social security and a pension.

_____1. They would invest an unexpected inheritance of $5,000 in long term growth stock. (B)

_____2. They would sell their home to pay for an unusually high hospital bill not covered by their insurance. (C)

_____3. They would use a gift of $1,000 to buy furniture. (A)

_____4. They would make a large reduction in their clothing allowance to balance the budget. (C)

_____5. They would borrow on a life insurance policy to cover an accumulation of debts. (A)

_____6. They would take a long ocean cruise with an inherited $5,000. (C)

7. Ranking

Directions: Because you are spending more money than you make each month, changes in your budget are necessary. Rank the following suggestions from the best (1) to the worst (4).

_____A. Examine flexible expenses and make reductions (1)

_____B. Get a loan to cover added expenses (4)

_____C. Discontinue savings (3)

_____D. Alter short term goals (2)

OR

Directions: Select which rank-order would be correct. Letters are arranged from the best to worst suggestion. (3)

_____1. A,C,D,B

_____2. C,B,A,D

_____3. A,D,C,B

_____4. D,A,B,C

Alternate Response

Directions: Refer to the situation given in question 7 and answer the following true-false questions.

T F 8. You would most likely be better off altering your short term goals rather than discontinuing your savings. (T)

T F 9. Fixed expenditures should be the first part of the budget you alter.. (F)

T F 10. Since food is a fixed expense, it should not be considered when adjusting your budget. (F)

T F 11. Consolidation of all your debts would increase the problem. (T)

T F 12. Flexible costs should be adjusted before the other sections of your budget are changed. (T)

T F 13. Your long term goals can be disregarded until your budget is balanced. (F)

T F 14. The best solution to an unbalanced budget is to increase your income. (F)

Case Study

Mr. Jones is temporarily unemployed, but he expects to return to work in a couple of months. The Jones only income now comes from Mr. Jones unemployment insurance,which is very little.

_____ 15. How can the Jones family adjust to a lower income without letting financial worries affect their lives? (B)

A. Keep the financial matter from the children so they won't worry.
B. Let the children share in adjusting the budget to fit the income.
C. Borrow money from the bank to maintain their former standard of living until Mr. Jones returns to work.
D. Constantly remind the children not to spend money since finances are limited.

Number 3.1

Objective: Given information concerning types of credit, the learner will identify the advantages and disadvantages of each.

Domain: Cognitive Level: Knowledge

True-False

T F 1. There is no finance charge on a retail credit account if the full balance is paid within 30 days. (T)

T F 2. Goods purchased under regular charge accounts are expensive. (F)

T F 3. A single payment loan provides that the borrower will repay the money borrowed in one single payment within a specified amount of time. (T)

T F 4. No interest is charged on a single payment loan when repaid within 90 days.

T F 5. New purchases can be added to an open-ended charge account as long as you don't exceed your credit limit. (T)

T F 6. An advantage of service credit is that you can use the items while paying for them. (T)

T F 7. A disadvantage of service credit is that it usually has to be paid within 30 days. (T)

T F 8. Installment credit is paid off with a single payment. (F)

T F 9. In installment credit, the buyer does not receive clear title to the property until it is paid in full. (T)

T F 10. New purchases cannot be added to the installment contract without approval. (T)

T F 11. Installment credit is paid off over a period of time with regular payments due on a certain date. (T)

T F 12. The customer has some decision in how much to pay monthly in an open-ended credit account. (T)

T F 13. You pay service credit charges after using the services. (T)

T F 14. Business people use credit cards because the Internal Revenue Service will accept credit receipts. (T)

T F 15. Many people consider it an advantage when doctors offer service contracts. (T)

Multiple Choice

_____16. Usually the most inexpensive source of financing for a new car is through the : (C)
A. Loan shark.
B. Car dealer.
C. Commercial bank.
D. Small loan company.

_____17. Tom and Bea have selected a sofa, which costs $300.00, for their new apartment. Since they were married recently, they have used their savings to "set up housekeeping". They need to finance the sofa economically. Select the best choice for Bea and Tom from the three plans below. (B)
A. Installment buying would require a down payment of $100.00 and monthly payments of $12.00 for 18 months. A $10.00 service charge would be added.
B. A charge account would require no down payment. Credit charges are made on the unpaid balance after 30 days. Monthly payments would be $30.00. The total credit charge would be $12.00.
C. Borrowing from a small loan company at an advertised rate of 9% is one possibility. They would make 18 monthly payments of $20.46.

## CONSUMER EDUCATION

Number 3.2

Objective: Given a real or simulated situation, the learner will decide whether credit should be used for expenditures and justify the decision.

Domain: Cognitive Level: Application ↑

As a consumer, you must make decisions about purchasing items on credit. Read the following situations and answer the questions that follow each one.

### Situation I

Carol Barlog needs an operation. Her family doesn't have medical insurance or enough money to pay for the operation.

T F 1. It would be foolish for the Barlogs to borrow money from a private or commercial credit company, because most hospitals allow large amounts of money to be paid back in monthly installments. (T)

### Situation II

The Adams family saw the latest furniture in a neighborhood store. Their furniture looks worn and old fashion by comparison. New bedroom and living room furniture is on sale for $950. They have a few more payments to make on their present furniture.

T F 2. The Adams family should buy new furniture for their bedroom and living room. (F)

### Situation III

Lucy Sherman's old typewriter is in bad condition. She planned to buy a new one after saving enough money to pay for it with cash. She has saved $160.00 so far. A department store in town has a typewriter that Lucy likes on sale. Regularly it costs $220.00, but now it is sale priced at $199.95 for one week only.

Credit charges on the $39.95 difference will be $10.00 over the next 12 months.

T F 3. Lucy should buy the typewriter while it is on sale. (T)

T F 4. Lucy would save money by buying the typewriter now, even with a $10.00 credit charge. (T)

## Situation IV

Tami and George Ogden have always paid cash for their purchases. They hope to buy a new car next year, but they don't want to use all their savings to buy it. They also need a new vacuum cleaner now.

T F 5. The Ogdens should seek credit toward the purchase of a vacuum cleaner. (T)

T F 6. The Ogdens should do without the vacuum cleaner and continue saving money for the new car. (F)

## Situation V

Juan sees a new spinning and fly reel in a sport store window. At $34.99, it is the best price he has seen in months. "It's been years since I've been fishing, but maybe if I got the reel, I'd start again," Juan thinks.

T F 7. Juan should purchase the equipment. (F)

## Situation VI

Ed Jones makes $400.00 a month in take home pay. He presently pays $35 a month in credit payments. Now Ed wants a motorbike. Credit payments on the bike would come to $25.00 a month.

T F 8. Ed should purchase the motor bike. (F)

T F 9. The price of the motorbike may put Ed too far in debt for installment payments. (T)

## Situation VII

Al and Fran Smith needed a new stove very much. They saw one they liked, but the store didn't give credit. They went straight to a finance company and signed an installment credit agreement.

T F 10. The Smiths should have purchased the stove in this manner. (F)

_____ 11. Which would have been a wiser decision for the Smiths? (D)
- A. The Smiths should have shopped around at other stores for stoves.
- B. The Smiths should have shopped around for other credit plans.
- C. The Smiths should have chosen a store that did its own financing.
- D. The Smiths should have shopped around for other stoves and other financing plans.

## Situation VIII

Tom and Betty Jackson have shopped carefully for a washing machine. They've found the machine they like at two stores for the same price. They are tired of walking, so they sign an installment plan contract at Store A

T F 12. Tom and Betty were foolish and wasted time going to two stores. They should have purchased the stove at the first store. (F)

T F 13. Store A gave Tom and Betty as good a deal as any other store would have. (F)

Number 3.3

Objective: Given information concerning credit, the learner will identify the steps necessary in establishing a credit rating.

Domain: Cognitive Level: Knowldege

Directions: Place a "X" beside each item that is considered in establishing your credit rating.

_____1. Purpose for borrowing money

_____2. Ability to repay the loan (X)

_____3. Salary (X)

_____4. Length of time at present address (X)

_____5. Savings account or checking account records

_____6. Interest charges on the loan

_____7. Money borrowed before and the record of payment (X)

_____8. Past history of financial responsibility (X)

Multiple Choice:

_____9. Which of the following is not one of the three C's of credit? (D)
A. Character
B. Capacity
C. Capital
D. Coverage

Case Study

Jan and Jerry were married six months ago. After two years in the service, Jerry went back to his job at a local mill. Jan continues to work as a secretary at an insurance office. They have $500.00 in savings and have decided that living in a furnished apartment is not for them. Jan and Jerry want to move to a new 2 bedroom duplex which they will have to furnish. Jerry hopes their car will hold up for at least another year until they can save some money to replace it. Jan feels that she needs charge accounts at several department stores and dress shops because of her job.

Place an "X" beside each fact that will help Jan and Jerry establish their credit rating.

_____10. Both are gainfully employed. (X)

_____11. They have money in a savings account. (X)

_____12. They already have credit at department stores. (X)

_____13. Jerry is a service veteran.

_____14. They have been married six months.

_____15. Their car is paid for. (X)

_____16. Their reason for borrowing money is worthwhile.

True-False

T F 17. Credit bureaus acquire and maintain credit information on almost every consumer in the trade area of a particular city. (T)

T F 18. A good credit rating is established by paying bills on time. (T)

T F 19. The best way to establish a good credit rating is to pay for everything with cash. (F)

Multiple Choice

_____20. Which of the following acts protects consumers' credit ratings? (C)

A. Consumer Union Act
B. National Bureau of Standards Act
C. Fair Credit Reporting Act
D. Wheeler-Lea Act

_____21. Which of the following would be least important in determining if a customer would be considered a good credit risk? (B)

A. The customer's honesty and reputation for paying bills
B. Whether or not the customer went to college
C. The customer's ability to earn
D. The savings account or property of a customer

CONSUMER EDUCATION

Number 4.1

Objective: Given a simulated situation, the learner will choose the best place for banking according to the services needed and justify the choice.

Domain: Cognitive Level: Application↑

Directions: Read the case study and then answer the questions by selecting the correct answer.

Case Study

Susan and Bob, just married, are ready to start their professional careers. They have found an apartment and can commute to work by bus. Hopes are high that by saving one income, they can have the down payment for a house in two years or so. Right now they need to buy a car. They already have a checking account.

_____1. Which type of bank is best for them? (B)
A. Commercial
B. Savings
C. Industrial

T F 2. Susan and Bob should choose a savings and loan association because they will be collecting interest. (T)

Case Study

Jane and Jim are going on a vacation and need to buy travelers checks.

_____3. Which type of bank is best for them? (A)
A. Commercial
B. Savings
C. Industrial

T F 4. Jane and Jim could get travelers checks at any full service bank. (T)

Case Study

Mr. and Mrs. Moss are retired. They want to put their money in a bank which will collect high interest.

_____5. Which type of bank is best for them? (B)
A. Commercial
B. Savings
C. Industrial

T F 6. It would be better for Mr. and Mrs. Moss to look into a savings and loan association. (T)

Case Study

Cathy just graduated from high school and has her first job. She is now in need of banking services. She only wants a checking account at this time in her life.

_____7. Which type of bank is best for her? (A)
A. Commercial
B. Savings
C. Industrial

T F 8. A savings bank is best for Cathy because she can get interest on her money. (F)

Case Study

Mr. Jones wants to buy investment certificates.

_____9. Which type of bank is best for him? (C)
A. Commercial
B. Savings
C. Industrial

T F 10. Mr. Jones could go to any one of the three banks to get his investment certificates. (F)

Case Study

Janice and Jim have been married two years. They would like to buy a house but do not have enough money to pay for it. They have enough money for the down payment but need to borrow the rest.

_____11. What type of bank is best for them? (B)
A. Commercial
B. Savings
C. Industrial

T F 12. The services of a savings bank or a savings and loan association would best meet Janice and Jim's needs. (T)

Directions: Read the services banks A, B and C offer. Then for each question that follows, select the best bank for the situation.

Bank A - Commercial Bank

Checking account with no minimum balance
Savings account compounded semi-annually with 6.5% interest rate
Government insured loans with 8% interest
Uninsured loans up to $50,000 with collateral and interest of 7.5%
Sells U.S. Savings Bonds
Secured loans with 7% interest

Bank B - Industrial Bank

No checking account
Savings account compounded quarterly at 4.5% interest
No government insured loans
Uninsured loans up to $50,000 with collateral and interest of 7.5%
5,10 and 20 year certificate savings with 7% interest
Sells stocks from major companies
Secured loans with 6.5% interest

Bank C - Savings Bank

No checking account
Savings account compounded annually with 9% interest
Government insured student loans with 6% interest
Government insured FHA loans with 8% interest
No uninsured loans
2 or 5 year certificate savings with 6% interest
Sells U.S. Savings Bonds
Secured loans at 6% interest

_____13. Tom inherits a large amount of money from a death in the family. He decides to invest his money. Which bank should he choose? (C)

A. Bank A - Commercial Bank
B. Bank B - Industrial Bank
C. Bank C - Savings Bank

_____14. Jim and Hazel want to remodel their house. They are not eligible for FHA loans. They own two cars and have a checking account. Which bank should they choose for a loan? (C)

A. Bank A - Commercial Bank
B. Bank B - Industrial Bank
C. Bank C - Savings Bank

_____15. Rick and Debbie are newlyweds. Both are college students. They have very little savings and their budget sometimes leaves less than $100.00 in their checking account. Which bank is best for them? (A)

A. Bank A - Commercial Bank
B. Bank B - Industrial Bank
C. Bank C - Savings Bank

## CONSUMER EDUCATION

Number 5.1

Objective: Given problems of health care, death, loss of income, liability and property loss, the learner will describe private and social sources of risk-sharing protection and how they are obtained.

Domain: Cognitive Level: Application ↑

The Federal Government recognized the need for improving social insurance programs for citizens of the United States. These programs include unemployment insurance and social security.

The following multiple choice questions apply to social security and unemployment facts. Select the best answer for each question.

_____1. Social security and unemployment insurance are forms of: (A)
- A. Group insurance.
- B. Individual insurance.
- C. Neither of the above

_____2. Social security and unemployment insurance are forms of: (B)
- A. Private sources.
- B. Social sources.
- C. Neither of the above.

_____3. What is the basic idea of social security? (A)
- A. During their working years, employees and their employers contribute funds which are used for benefits
- B. Workers contribute to the fund according to the size of their family.
- C. Employers decide how much each worker should contribute.
- D. Contributions are fixed for one's lifetime.

_____4. People become eligible for most social security benefits if they: (B)
- A. Need financial assistance.
- B. Have worked for a certain length of time at a job covered under social security.
- C. Have earned a middle income for themselves.
- D. Have no other pension plans.

_____ 5. How can students get social security benefits while attending a post high school educational program? (C)
A. Students are selected for a scholarship
B. The school gives benefits as financial aid
C. Students are eligible as the dependents of people receiving benefits
D. None of the above

_____ 6. The type of social security coverage for which one is eligible depends on: (A)
A. How many quarters of credit have accumulated.
B. Where one lives.
C. How many dependents one has.
D. Where one applies.

_____ 7. If one elects to start receiving social security retirement benefits between age 62 and 65, one will: (C)
A. Get the same benefits earlier.
B. Be cut off after a certain period of time.
C. Receive reduced benefits until 65.
D. Receive permanently reduced payments.

_____ 8. Social security retirement payments to single working women are: (C)
A. More than those of men.
B. Less than those of men.
C. The same as those of men.
D. Less than those of married women who are someone elses' dependents.

_____ 9. It is an advantage for a working wife to have social security coverage of her own because she: (D)
A. Pays less social security.
B. Can collect benefits when her husband isn't
C. Will always get higher payments than her husband.
D. Needs less working time to be insured.

_____ 10. You should check on your social security earnings record: (B)
A. Every time you change jobs.
B. Annually.
C. From time to time.
D. Every three years.

_____11. Disability benefits under social security are for: (B)
A. Workers who cannot carry on gainful employment.
B. Any covered worker who develops some disability.
C. Young dependents of disabled people.
D. Vocational rehabilitation.

_____12. Unemployment insurance is: (C)
A. Operated by each state alone.
B. Operated by the federal government.
C. A joint federal-state program.
D. Operated by employers.

_____13. Unemployment benefits are: (A)
A. Paid by workers in all states.
B. Financed by a tax on earnings.
C. Financed by income tax.
D. Financed by tax on sales.

_____14. Most of the people getting public assistance: (D)
A. Do not need it.
B. Are able to work.
C. Are men.
D. Are children or people who cannot work.

T F 15. Consider a person who collects social security retirement benefits, takes a job and earns enough to reduce the size of the benefit. This will also affect his/her dependents' benefits. (T)

Situation I

May Jones is a single person with no dependents. She has a good steady income and no outstanding debts. Her company furnishes her with a $10,000 life insurance policy.

_____16. May's death protection is: (A)
A. Group policy.
B. Single or individual policy.
C. Neither of the above.

_____17. May should purchase: (C)
A. Whole life insurance.
B. A term policy for life insurance.
C. No more insurance.
D. An endowment policy.

_____18. May's policy is: (A)
A. Private source.
B. Social source
C. Neither of the above.

T F 19. $10,000 is enough life insurance to cover May's burial expense. (T)

## Situation II

Bob Smith is a married man with 3 children. He is in excellent health. His monthly income is limited and he has a first mortgage on his home.

_____20. Bob Smith needs which type of life insurance for death protection? (C)
A. Endowment
B. Whole life
C. Term
D. Limited payment life insurance

_____21. Which of the following is the least appropriate source from which Bob should purchase insurance in his town? (D)
A. Local independent insurance agent
B. Through his job
C. Reputable insurance agent
D. Door to door salesman

_____22. Bob's death protection plan will be: (B)
A. Social source.
B. Private source.
C. Social and private source.

## Situation III

Tom and Annette Lee are a retired couple. Annette has sugar diabetes, but her husband is in good health. Both are over 65 years old and live on social security.

_____23. What is the best life insurance death protection policy for Tom and Annette? (D)
A. Endowment
B. Ordinary life insurance
C. Decreasing term
D. Whole life

_____24. The Lee's death protection plan is: (C)
A. Social services based.
B. Private services based.
D. Both social and private service based.

## Situation IV

Al Craig is 25 years old, blind and on welfare. His medical benefits are paid by a health plan for needy persons of this age.

_____25. Al Craig's plan is called: (B)
- A. Medicare.
- B. Medicaid.
- C. Neither of the above.

_____26. Medicaid is a: (A)
- A. Social source plan.
- B. Private source plan.
- C. Neither of the above

_____27. Al applied for this policy at the: (B)
- A. Hospital.
- B. Social security office.
- C. Welfare office.
- D. Unemployment office.

## Situation V

Mary Miller is 70 years old. She belongs to a medical insurance program for people 65 years of age or older.

_____28. This plan is called: (A)
- A. Medicare.
- B. Medicaid.
- C. Neither of the above.

_____29. This plan is a: (B)
- A. Private source.
- B. Social source.
- C. Private and social source.

_____30. Mary enrolled in this program through the: (C)
- A. Hospital.
- B. Senior citizens.
- C. Social security office.
- D. Welfare office.

## Situation VI

Jerry Dobish worked in a local lumber yard in Elm City. His income adequately supported his wife and two children. Last year, he told his insurance agent that his family was protected with a $10,000 life insurance policy and a hospital expense policy. Jerry received periodical raises and was doing well at the company, so he felt he needed additional financial protection. Besides, he wanted to begin saving for his childrens' educations.

Recently, Jerry was injured on the job. The accident left him disabled and unable to work.

_____ 31. What type of insurance plan did Mr. Dobish need? (B)
- A. Liability
- B. Loss of income
- C. Property loss
- D. Endowment

_____ 32. The plan that Mr. Dobish needed is: (A)
- A. Private.
- B. Social.
- C. Both private and social.

_____ 33. Mr. Dobish could obtain this insurance plan through: (D)
- A. His local insurance agent.
- B. His job.
- C. Any reputable insurance agent.
- D. Any of the above.

Situation VII

Rick Miller had $10,000/$20,000 bodily injury insurance coverage on his new car. One rainy morning, he sideswiped a car owned and operated by Mr. Stanley Patchak. It was clearly Rick's fault. As a result of the accident, Mr. Patchak was awarded $5,000, his wife $12,500, and his son $4,000.

_____ 34. Rick's policy is: (B)
- A. A social source.
- B. A private source.
- C. Neither of the above.

_____ 35. The Patchak car will be fixed because Rick carried: (A)
- A. Collision insurance.
- B. Property damage liability insurance.
- C. Uninsured motorist insurance.
- D. Comprehensive insurance.

_____ 36. The Patchaks were paid $21,500 for injuries sustained in the wreck. Rick was found: (B)
- A. Liable and had to pay the $21,500 himself.
- B. Liable and his insurance company paid the entire amount.
- C. Not liable and his company paid the entire amount.
- D. Not liable and Rick paid $200 deductable and his company paid the rest.

## Situation VIII

Youth who drive must pay higher premiums for insurance policies. Listed below are statements about insurance for people under 25. If the statement would decrease insurance premiums, place a "X" beside that item.

_____37. Single

_____38. Married (X)

_____39. Own car

_____40. As age increases (X)

_____41. Enrolls and completes a high school drivers' education class (X)

_____42. Lives with his/her parents

_____43. 16 and on the high school honor roll (X)

_____44 "C" average or better high school student

## CONSUMER EDUCATION

Number 6.1

Objective: Given information concerning warranties, guarantees, and service contracts, the learner will interpret and evaluate the conditions of the warranty, guarantee or service contract.

Domain: Cognitive Level: Application↑

Directions: Read the guarantee and answer the questions pertaining to it by selecting the correct answer.

### GUARANTEE

"We guarantee this electrical coffee maker to be free from defects in material or workmanship for a period of one year. During this period, the manufacturer will furnish necessary parts and service free of charge. To obtain service, send the coffee maker prepaid to our factory at the address given below."

Taken from: Grolier Education Corporation, New York. "Ways to Shop" Modern Consumer Education, 1976, p.22-23.

T F 1. You buy the coffee maker in March and seven months later the electrical controls stop working. You are covered. (T)

_____2. For problems with the coffee maker, which are covered by the guarantee, the manufacturer promises to: (A)
A. Repair the coffee maker.
B. Give you a new coffee maker.
C. Refund your money.

_____3. According to the guarantee, who repairs your coffee maker? (C)
A. Store where you bought the coffee maker
B. Authorized repair place
C. Manufacturer

_____4. Under the guarantee, if the coffee maker needs repair, you must pay for the: (C)
A. Parts.
B. Labor.
C. Postage.

_____5. Sally bought a $20 battery with a prorated guarantee. Ten months later it broke down. She got a new one under the guarantee. It cost: (A)
   A. Nothing.
   B. Something but less than $20.
   C. $20.

Directions: Read the warranty and answer the questions pertaining to the warranty by selecting the correct answer.

WARRANTY

The Tonson Corporation warrants the mechanical parts in any Tonson bicycle to be free from defects in materials and workmanship arising from normal usage. This warranty is limited to replacement or repair of such parts in any Tonson bicycle which shall, within three months from date of purchase, be returned prepaid to any service representative. Parts will be paid for free of charge but not labor. This warranty shall not apply to any Tonson bicycle which has been subject to abuse, negligence, or accident.

Taken from: Innovative Sciences, Inc. Appliances, Environmental Logic, Module 11, Unit 60, 1972, p.9.

T F 6. Your fender falls off three and a half months after you purchase the bicycle. It is still under warranty. (F)

T F 7. The first week after buying the bicycle, you have an accident and bend the fender. The damage is covered by the warranty. (F)

_____8. Where must repairs be made to keep the warranty in effect? (A)
   A. Nearest service representative
   B. Manufacturer
   C. Store where you bought the bicycle

_____9. If the bicycle needs repairs, you must pay for: (B)
   A. Parts.
   B. Labor.
   C. Parts and labor.

T F 10. Your new bicycle comes with a paper, marked warranty. This is the same thing as a guarantee. (T)

Directions: Read the service contract and answer the questions pertaining to the service contract by selecting the correct answers.

## SERVICE CONTRACT

Johnson Washing Machine company states that your washing machine will be maintained for a period of one year from the date of this agreement for a total cost of $26. This agreement does not include the replacement or repair of operating parts. It does include the labor for replacing them however.

Buyers Signature_________________________

_____ 11. You pay for this service contract: (A)
- A. All at once
- B. Everytime a service call is made.
- C. Only if a service call is made.

T F 12. The washing machine motor stopped running nine months after the date of purchase. Labor for repairing it is covered under the service contract. (T)

Number 6.2

Objective: Given examples of practices in the marketplace, the learner will distinguish between ethical and deceptive or fraudulent practices.

Domain: Cognitive Level: Comprehension

Directions: Read each example. Put an "A" in front of each ethical practice and a "B" in front of each deceptive or fraudulent practice.

_____1. A stranger on the street tries to sell you a ring. He says, "Look, don't ask me where I got this. I'll sell it to you, no questions asked. Know what I mean?" (B)

_____2. A newspaper ad promises $80 off on a set of tires if you bring the ad to Melton's Auto Store. When you get there, they are out of sale tires but try to sell you a more expensive brand. (B)

_____3. Mary Storm bought a dress. When she got home, she noticed a flaw in the material. She took it back to the store and the salesclerk apologized for the flaw. She gladly refunded Mary's money. (A)

_____4. A street corner salesman tries to sell Mrs. Fox a fur collar for $15.00. He claims it is genuine mink. (B)

_____5. There is an offer in a magazine ad for an eight piece place setting of sterling silverware for $2.50. You order four place settings. Three weeks later you receive your money back and a letter stating that the company is sorry but it has run out of the silverware. (A)

_____ 6. A door-to-door salesman is trying to sell you a set of books. He hints that your children may fail school if you do not buy it. (B)

_____ 7. A door-to-door salesman sold Jane White a set of pots and pans which costs nearly $300. As an added bonus, he gave her a free set of china. When the china arrived, some of the pieces were chipped. Also, the bill was for more than the set of cookware was supposed to cost. (B)

_____ 8. You order a shirt through the mail. When it arrives, it is the wrong size and color, so you send it back. Six weeks later the correct shirt arrives along with a letter of apology and a reimbursement for the return mailing you had to do. (A)

_____ 9. A newspaper ad says: "Pay off all your debts in one easy payment. Poor credit rating no problem. Nobody refused." (B)

_____ 10. Miss Richards bought a toaster on sale. The heating element burned out the first time she used it. When she returned it to the store, the manager refunded her money. (A)

_____ 11. A man, claiming to be a housing inspector, came to Mr. Harrison's home. He checked the house and said that the chimney was in bad shape. He said he could repair it for $40.00. This was a bargain because Mr. Harrison would have to pay anyone else $250.00 to fix it. (B)

T F 12. You purchased a bottle of milk of magnesia. When you opened the bottle, it smelled like turpentine. This is an example of a fraudulent practice. (F)

T F 13. A lawyer comes to your house and says you have inherited $1,000 from a distant cousin. He says that after paying $50 to cover his expenses, he will send you the $1,000 in the mail. This is a fraudulent practice. (T)

T F 14. A doctor says, "Drugs and surgery do more harm than good. My natural herb mixture is far better than the poisons that other doctors give their patients." This is an example of a fraudulent practice. (T)

## CONSUMER EDUCATION

Number 6.3

Objective: Given deceptive or fraudulent practices, the learner will identify appropriate procedures for redress.

Domain: Cognitive Level: Knowledge

Directions: Match the redress procedures to the appropriate practice.

PRACTICES

_____1. You saw a TV ad for a stainless steel electric knife. By purchasing it, you would receive a carving fork free. So you sent for them. The knife tarnished quickly. It was obviously not high quality stainless steel. While shopping, you found the knife and fork for less than you paid. Where would you turn about this deceptive advertising? (D)

_____2. You bought some furniture and signed a contract to pay $470 over the next year. Six months later, holes were worn in the upholstery. When you complained to the furniture store, they said they could not help. You threatened to withhold further payment, but the store said that a finance company held the contract. When contacted, the finance company said that it was not responsible either. Where do you turn? (C)

_____3. You ordered a new 21-inch TV, but the store delivered a 19-inch set. You called the store, but couldn't get them to do anything. To whom should you turn? (A)

_____4. The zipper on your new jeans broke the first time you wore them. Where can you turn? (E)

_____5. Mary lives in a large city. Several times she has bought food that was not fresh. She thinks there should be a label on packaged perishable food that tells her the last date it should be sold. The store refuses to do anything about it. Where can she turn? (B)

REDRESS

A. Business and Trade Association

B. State and Local Government

C. Legal Channels

D. Federal Government

E. Supply Channels

F. Private Consumer Organizations

_____6. Debbie bought her sister a dress for Christmas from a department store chain. She put it on lay away until Christmas. When her sister tried on the dress, it was too small. When Debbie returned it, the sales manager told her that she could exchange it but no money would be refunded. No other dress met her approval. Whom should she contact first? (A)

A. The home company of the department store
B. The Better Business Bureau
C. The Consumer Protection Agency
D. The editor of the town newspaper

_____7. Mr. Smith had a contract to put a new roof on his house. He paid the roofer before the job was complete. Then the roofer never completed his job. What option is best for Mr. Smith? (B)

A. Write the company who manufactured the shingles
B. Write the Consumer Protection Agency
C. Write the Public Service Commission
D. None of the above

_____8. Mr. Baylor bought four tires with a 12,000 mile - 12 month warranty, replacement free. One tire proved to be defective and was returned to the dealer. The dealer measured the tread wear and decided that the warranty was no longer valid. He offered Mr. Baylor a tire at cost. What could Mr. Baylor do? (D)

A. Write the tire manufacturer
B. Write the Consumer Protection Agency
C. Write the Better Business Bureau
D. All of the above

_____9. Mrs. Jones saw an ad in the newspaper for 20 strong and durable towels for $2.00. She assumed they were rejects but figured any type towel was worth $2.00. When she received the towels, they were made of paper. Whom should she contact? (C)

A. The Federal Communication Commission
B. The Consumer Protection Agency
C. The Better Business Bureau
D. No one, because this was not false advertising.

_____10. You buy some cold pills and are not satisfied with their results. To whom should you turn? (A)

A. Food and Drug Administration
B. Department of Agriculture
C. Federal Trade Commission

_____11. For questions about meat spoilage, contact the: (B)
A. Food and Drug Administration
B. Department of Agriculture
C. Federal Trade Commission

_____12. If you do not feel that an advertisement in the paper is telling the truth, contact the: (C)
A. Food and Drug Administration
B. Department of Agriculture
C. Federal Trade Commission

_____13. Which agency does not handle consumer problems on the local level? (A)
A. Attorney General
B. Better Business Bureau
C. Bureau of Consumer Frauds

_____14. Which agency does not test and rate products? (C)
A. Consumer Union
B. Consumer Research
C. Better Business Bureau

_____15. Which of the following methods is not used by government agencies to protect consumers? (C)
A. Prosecution
B. Investigation
C. Production

_____16. Consumers are protected by law in all of the following areas except: (B)
A. Deception in advertising, labeling and selling
B. Consumer errors in selection, use and care of products
C. Illegal and fraudulent business practices

_____17. Which of the following is not a protective consumer organization? (C)
A. Better Business Bureau
B. Federal Trade Commission
C. Community Chest

Number 7.1

Objective: Given real or simulated experiences, the learner will identify ethical behaviors for both buyers and sellers.

Domain: Cognitive Level: Application

Directions: Place a "T" before each sentence that describes shopper behavior that most people consider ethical. Place a "F" before descriptions which most people consider unethical.

_____1. Jane discovered the steak she had purchased was spoiled, so she took it back to the grocery store and demanded her money back. (T)

_____2. Mark was so hungry that he ate the potato chips from his shopping cart while selecting the rest of his groceries. Then he threw away the empty package so no one would know. (F)

_____3. Bob informed the sales lady she had given him change for $10 when he had given her only $5. (T)

_____4. The tape recorder the sales lady at Cline's wanted Bob to buy was nice, but the same one was $2 cheaper at Ward's Department Store. Bill returned to Wards to make his purchase. (T)

_____5. When Diane stained a dress she was trying on with lipstick, she quietly put it back on the rack. (F)

_____6. Martha forgot about paying for the candy bar she had in her hand until she was out of the store. "It's only a 10¢ item. They'll never miss it," she concluded. (F)

_____7. Mrs. Malone dropped her iron the first time she used it. She took it back to the store and demanded a refund because it did not heat. (F)

_____8. Mrs. Jones made a special trip to Hamilton's Furniture Mart to see the bedroom suit advertised in the paper for $375. The salesman insisted she look at another one instead. He considered it more appropriate for a person of her refinement and good taste. The unethical business practice shown in this situation is: (B)
A. Competitive pricing
B. Bait and switch selling
C. Aggressive selling
D. Discount pricing

Directions: Circle "T" if the technique is considered ethical by the majority of people. Circle "F" if it is considered unethical.

T F 9. Guarantees 25 pound weight loss in two weeks when Slimette diet pills are used. (T)

T F 10. Lists the ingredients of Mamma Domico's Spaghetti on the can label. (T)

T F 11. Tells the prospective buyer he will be successful and popular if he wears Smithon suits. (F)

T F 12. Promises buyers of encyclopedias a commission if they recommend them to a friend. (F)

T F 13. Places the bony, fat side of round steak toward the unexposed side of the package. (F)

T F 14. Gives a money back guarantee on a clock radio. (T)

T F 15. Stamps last date that food should be sold on the container. (T)

Number 7.2

Objective: Given real or simulated experiences, the learner will explain the consumers' rights in the marketplace to be safe, to be informed, to have a choice, to be heard, to be protected and to be educated.

Domain: Cognitive Level: Comprehension

Directions: Select the consumer right(s) referred to in each situation.

CONSUMER RIGHTS

A. Right to safety
B. Right to be informed
C. Right to choose
D. Right to be heard

_____1. Mary exclaimed, "Boy, I don't know which lipstick to buy. There are so many and the prices are all different." (C)

_____2. "The Federal Trade Commission just announced that this bread has sawdust in it. No wonder it's advertised as having high fiber content," Bill stated angrily. (A and B)

_____3. Mrs. Jones approached the store manager. "This ground meat is marked one pound but it only weighs fourteen ounces. I demand an explanation." (B and D)

_____4. Jane read the list of ingredients on the can of beef stew. Since her son was diabetic, she needed to know if it contained sugar. (B)

_____5. John just had his car recalled by the manufacturer, so he is walking to work this week. (A)

The teacher had difficulty explaining to his students that Ralph Nader's crusade was in response to a crucial problem in the United States. He stressed that the lone consumer is in a poor bargaining position in the marketplace. Often the assistance of individuals or agencies is necessary to make sure certain consumer rights are not denied. Many departments of the Federal government have responsibilities pertaining to consumer rights.

_____6. The government agency that usually informs the public about product safety is the: (C)
A. Department of Welfare.
B. Department of Defense.
C. Food and Drug Administration.
D. Federal Aviation Administration.

_____7. Education of the public about fraud and deception in the marketplace is an important responsibility of the: (A)
A. Federal Trade Commission
B. Federal Housing Administration
C. Interstate Commerce Commission
D. Social Security Administration

_____8. The agency responsible for investigating mail fraud is the: (C)
A. Interstate Commerce Commission
B. Consumer Product Safety Commission
C. U.S. Postal Service
D. Office of Consumer Affairs

Matching:

Directions: Match the complaint with the agency which has primary responsibility for dealing with it. You may use an agency more than once or not at all.

_____ 9. Cosmetic caused skin rash (D)

_____ 10. Food ad in daily paper (E)

_____ 11. Door-to-door salesman refused to honor three day decision right on $300 encyclopedia (C)

_____ 12. Fabric in child's nightwear burst into flames (A)

_____ 13. Greeting cards received that were not ordered, bill was enclosed (B)

A. Consumer Product Safety Commission

B. Post Office Department

C. Federal Trade Commission

D. Food and Drug Administration

E. Local District Attorney

F. Local Police Department

## CONSUMER EDUCATION

Number 8.1

Objective: Given several types of advertisements, the learner will identify the techniques used.

Domain: Cognitive    Level: Knowledge

Multiple Choice

_____1. Advertising that stresses the benefits of a certain class or type of product rather than particular brands of that product is called: (D)
A. Consumer advertising
B. Business advertising
C. Primary advertising
D. Selective advertising

_____2. An obvious exaggeration or describing a product as "best" or "greatest" is an example of: (C)
A. Corrective advertising
B. "Hot" advertising
C. Trade puffing
D. Distinctive advertising

Socially speaking....living at Garrett Acres says something for you, and by comparison its cost is so reasonable. Limited selection of new apartments with balcony overlooking the river. Lovely kitchen featuring Tawny appliances.

3. Select the sentences or phrases that have an emotional appeal.

(Living at Garrett Acres says something for you.)

4. Select sentences or phrases that provide helpful information.

(New apartments, featuring Tawny appliances)

_____5. The "best soap I ever used" is an example of: (C)
A. Differential advertising
B. Institutional advertising
C. Testimonial advertising
D. Demand advertising

Matching

After reviewing the following ads identified as numbers 6 through 17, identify the techniques used in each ad. Place the number of the technique beside the number of the ad.

_____6. (F)

_____7. (J)

_____8. (D)

_____9. (J)

_____10. (G)

_____11. (D)

_____12. (A)

_____13. (A)

_____14. (B)

_____15. (F)

_____16. (K)

_____17. (E)

A. Information

B. Status

C. Peer approval

D. Good taste

E. Hero endorsement

F. Sexual attraction

G. Intelligence

H. Independence

I. Dangling comparatives

J. Fear

K. Bargains

SLENDERIZING AMERICA UP TO 1,000,000 INCHES A MONTH!

# "We were identical twins... until Slim-Skins™ reduced my sister 17 inches in just one day!"

AFTER
Jill
Walker
AFTER
Jan
Walker

"...Now we're identical twins again... our waists are 8½" slimmer...our tummies are 9" trimmer...our hips and thighs are over 16" smaller...still identical but 34" slimmer and a whole lot shapelier—in just 25 minutes—thanks to Slim-Skins!"

Jan Walker

## —THE INCREDIBLE— SLIM SKINS GUARANTEE

YOU MUST LOSE 9 TO 18 INCHES FROM YOUR WAIST, ABDOMEN, HIPS AND THIGHS IN JUST 3 DAYS

**-WITHOUT DIETING!-**

—FOR MEN AND WOMEN—

**IN ALL THE WORLD ONLY THE USERS OF SLIM-SKINS ARE ACHIEVING RESULTS LIKE THESE:** From coast to coast hundreds of thousands of users, like Jan and Jill, are discovering that Slim-Skins is indeed the world's fastest slenderizer taking off excess inches up to 7 times faster than diet pills, crash diets or any other method they have ever tried.

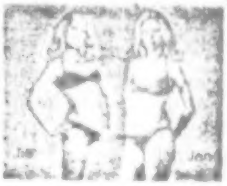
**DOCTOR TESTED:** Over 4" from each thigh—8" from tummy—7" from waist—and 3½" from hips, these are just some of the fantastic inch losses achieved by Slim-Skins users in just one to three days on a special slimming test conducted by a prominent American physician. Loses 7 times faster than the diet pills of the leading [illegible] diet.

**FANTASTIC INCH LOSS WITHOUT DIET.** Developed in Europe, the sensational Slim-Skins are now achieving slenderizing results far beyond the scope of other reducing products. And Slim-Skins takes off the excess inches where you need to lose them, without dieting—and won't leave you with loose, flabby skin as so many diets do. With Slim-Skins [illegible] your body becomes tighter, firmer [illegible]—the inches stay off. And [illegible] work so amazingly fast that you can actually measure the difference in just 25 minutes.

**INCHES DISAPPEAR OR YOUR MONEY BACK.** Slim-Skins is a new slenderizing concept that combines with your own vacuum cleaner to create a super new inch reducer so far ahead of its time that it reduces excess inches 7 times faster than crash diets. Just step into the Slim-Skins, snap the attached hose to your vacuum cleaner with the universal adapter which fits any make vacuum cleaner and turn on your machine. Instantly the Slim-Skins seem to come alive with a delightful reducing action on every single inch of your body from beltline to knees. Not every user may experience the same degree of success but you must lose a total of 9 to 12 inches from your waist, abdomen, hips and thighs in [illegible] days or your money back.

[illegible]

### OUR SLIM-SKINS EXPERIENCE:



"Jill went through the Slim-Skins experience and lost over 17 inches in just 25 minutes. Suddenly we were no longer identical twins any more. Now Jill was the slim [illegible] and I wanted to be a slim twin too. So..."

"I put on the Slim Skins and went through the 10 minutes of rhythmic motions and 15 minutes of pure relaxation of the Slim Skins inch reducing program—and I could almost feel the excess inches melting away."

"The Slim Skins come off and Jill and I are identical again. She lost over 17 inches in 25 minutes. I lost 17 inches in 25 minutes ... so together we lost over 34 inches in less than one magic hour with the absolutely incredible Slim Skins."

**Slim-Skins** P.O. Box 3280, Dept. WD-3A
Monterey, CA 93940

Please send me ________ Slim-Skins along with complete easy to use instructions and the universal adapter. I understand my results are guaranteed and, if within 2 weeks I am not completely satisfied, I can return my Slim-Skins and get my purchase price immediately refunded.

I enclose $9.95 for each pair of Slim-Skins plus .90 each for postage and handling.
☐ Check ☐ Money Order No COD's accepted
Please charge to my ☐ Master Charge ☐ BankAmericard ☐ Visa

Woman Hip Size ____________ Man Hip Size ____________
Name ____________
Address ____________
City ____________
State ____________ Zip ____________

ORDER TODAY—SHED ALL THOSE EXCESS INCHES NOW!

# U.S. GOVERNMENT REPORT: CARLTON LOWEST.

Box or Menthol:

## 10 Carlton have less tar than 1:

| | Tar mg./cig. | Nicotine mg./cig. | | Tar mg./cig. | Nicotine mg./cig. |
|---|---|---|---|---|---|
| Kent | 12 | 0.9 | Salem Lights | 10 | 0.8 |
| Kool Milds | 14 | 0.9 | Vantage | 11 | 0.8 |
| Marlboro Lights | 12 | 0.8 | Vantage Menthol | 11 | 0.8 |
| Merit | 8 | 0.6 | Winston Lights | 13 | 0.9 |
| Merit Menthol | 8 | 0.6 | | | |

Of all brands, lowest...
Carlton Box: less than 0.5 mg. tar and 0.05 mg. nicotine av. per cigarette, FTC Report May '78.

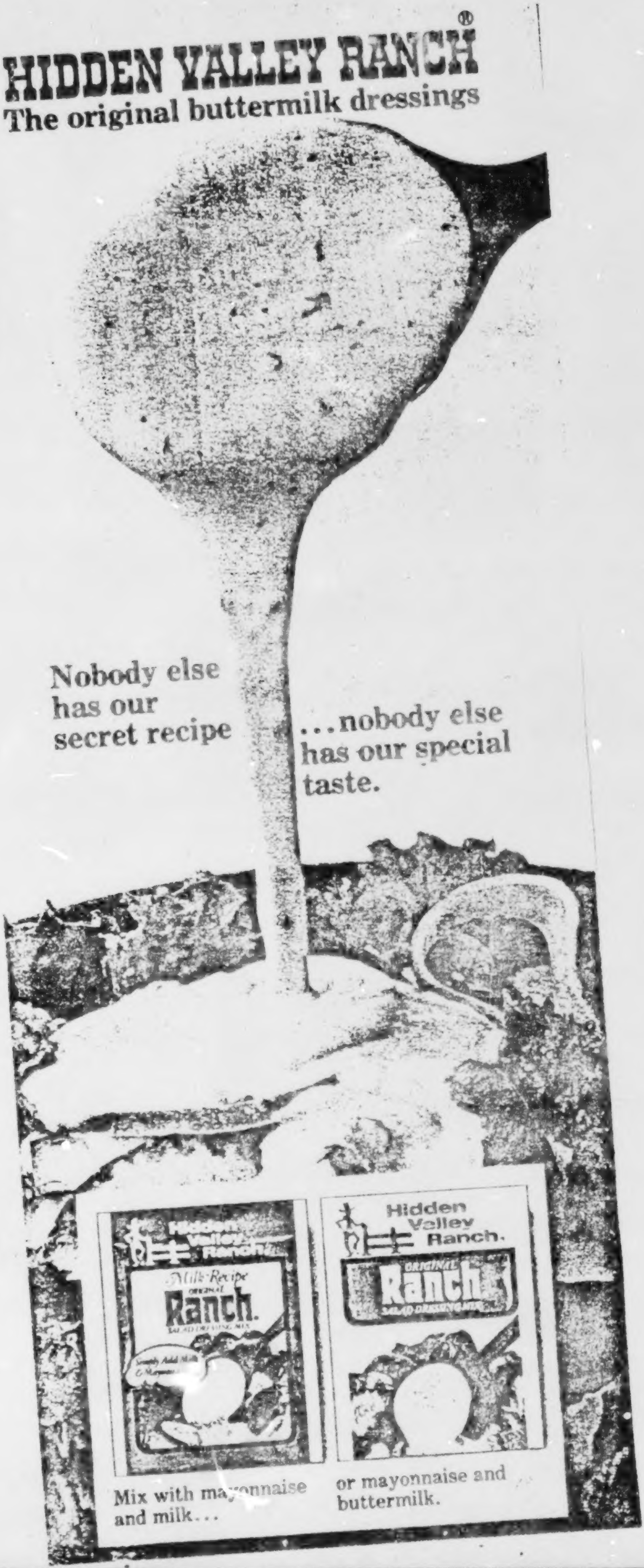
| | | Tar mg./cig. | Nicotine mg./cig. |
|---|---|---|---|
| Carlton Soft Pack | | 1 | 0.1 |
| Carlton Menthol | less than | 1 | 0.1 |
| Carlton Box | less than | 0.5 | 0.05 |

## Carlton is lowest.

Warning: The Surgeon General Has Determined That Cigarette Smoking Is Dangerous to Your Health.

Less than
1 mg. tar,
0.1 mg. nicotine.

Box: Less than 0.5 mg. "tar", 0.05 mg. nicotine, Soft Pack and Menthol: 1 mg. "tar", 0.1 mg. nicotine av. per cigarette, FTC Report May '78



# HIDDEN VALLEY RANCH®

The original buttermilk dressings

Nobody else has our secret recipe

. . . nobody else has our special taste.

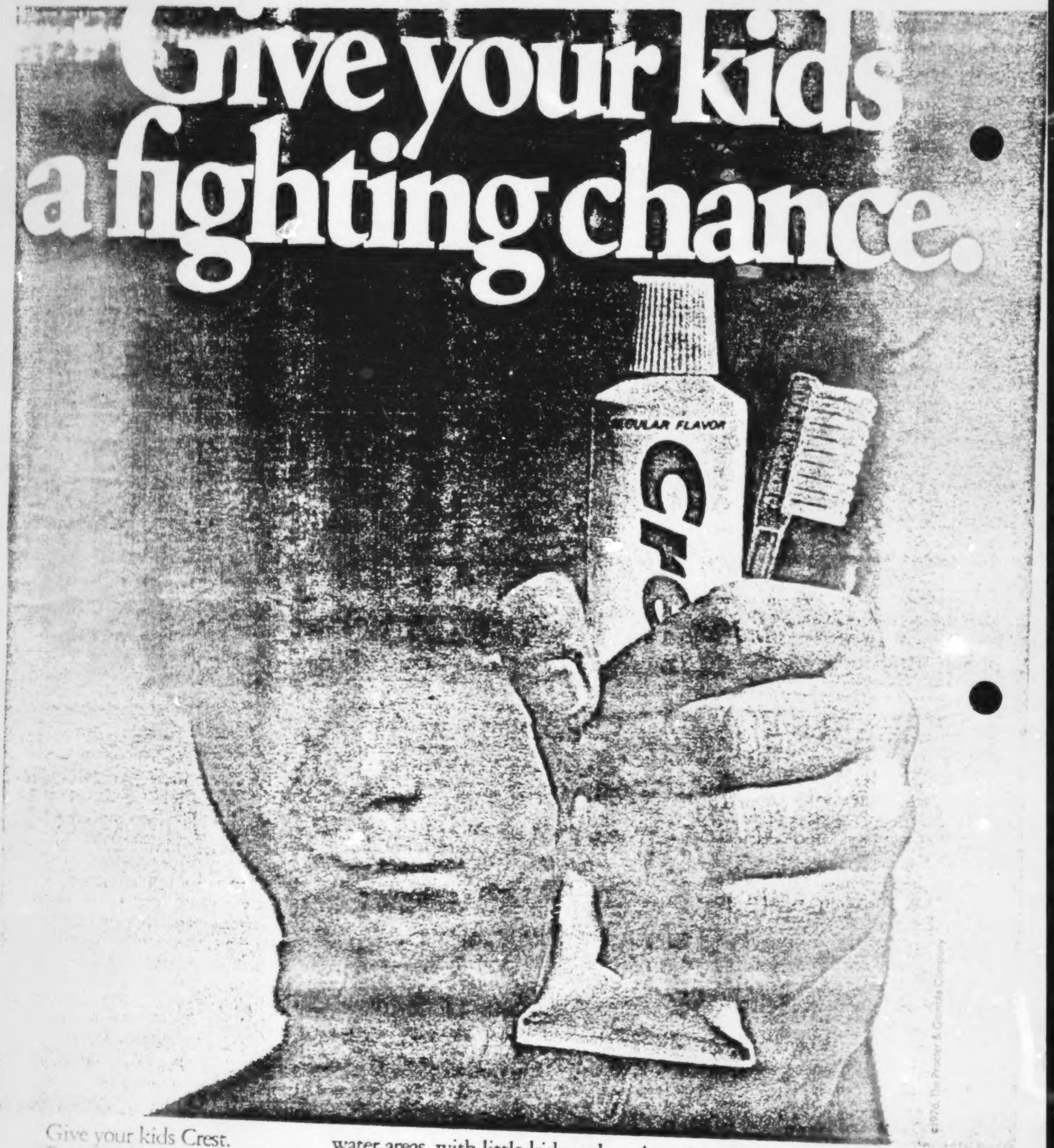
Hidden Valley Ranch
Milk Recipe
Original
Ranch
Salad Dressing Mix
Simply Add Milk & Mayonnaise
Hidden Valley Ranch.
Original
Ranch
Salad Dressing Mix

Mix with mayonnaise and milk . . .

or mayonnaise and buttermilk.

CE-48

# Give your kids a fighting chance.



©1976, The Procter & Gamble Company

Give your kids Crest.

Because if you want them to fight cavities, you ought to give them a toothpaste that does.

Crest has proved it fights cavities in a lot of tests under a lot of conditions — in fluoridated water areas, with little kids and big kids, with kids who also get fluoride topical treatments. In test after test, Crest with fluoride proved it reduced cavities.

And Crest has been accepted by the American Dental Association.

So get your kids to have regular checkups, watch treats and brush after meals with Crest. And you can be sure they'll have a fighting chance.

"Crest has been shown to be an effective decay-preventive dentifrice that can be of significant value when used in a conscientiously applied program of oral hygiene and regular professional care." Council on Dental Therapeutics, American Dental Association.

CE-49

Our Jamie's 5 months this week. His little cradle is from Ethan Allen, too.

Ethan Allen

Now with Jamie, I can't always browse around the Gallery, so I browse through their Treasury. 392 pages of pictures and ideas, free–you don't have to buy anything.

This is our house.

# "WE'RE NOT RICH, BUT WE KNOW IT'S SMARTER TO BUY GOOD FURNITURE ONCE, THAN TO BUY CHEAP FURNITURE AGAIN & AGAIN."

**Meet Judy and Nick Merrill. Second in a series of stories about the kind of people who furnish their house, their way, at Ethan Allen.**

"When Nick and I decided to renovate this old house, we knew it would mean a lot of work. But to us it's worth it. Not just because the neighborhood is worth preserving, but because these houses stand for the kind of values that are important to us.

That's how we feel about our furniture, too. And it's why I fell in love with the things at Ethan Allen. They seem committed to making really fine furniture, in styles that never go out of style, like this Canopy Bed from their Heirloom Collection.

When I think about what life was like years ago, when people cherished their few possessions, I realize it's not so different now. Nick and I think about every piece before we buy it, to make sure we get the kind of quality and value we want. You can tell just by looking at it, this furniture is going to last a long time–I bet Jamie inherits this bed! Then it really will be an heirloom."

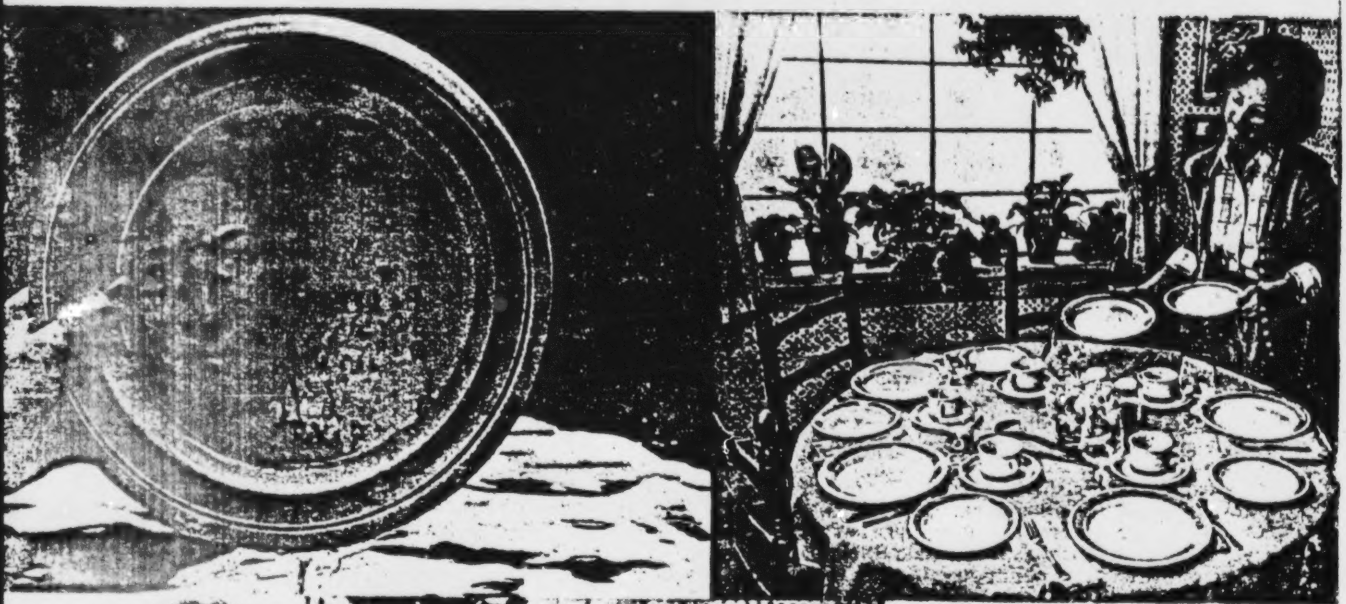
*You know, when our friends come over they can't believe we own such good furniture. When I tell them it's all from Ethan Allen, they're even more impressed. They don't realize that in the long run, buying good furniture from the start is one of the best investments you can make.*

**Ethan Allen Galleries**

COME ON OVER TO OUR HOUSE AND FURNISH YOUR HOUSE, YOUR WAY

LOOK US UP IN YOUR YELLOW PAGES

# Your Joy shows.



You'll notice it first at the sink. Lemon-Fresh Joy* cleans your dishes right down to the shine.

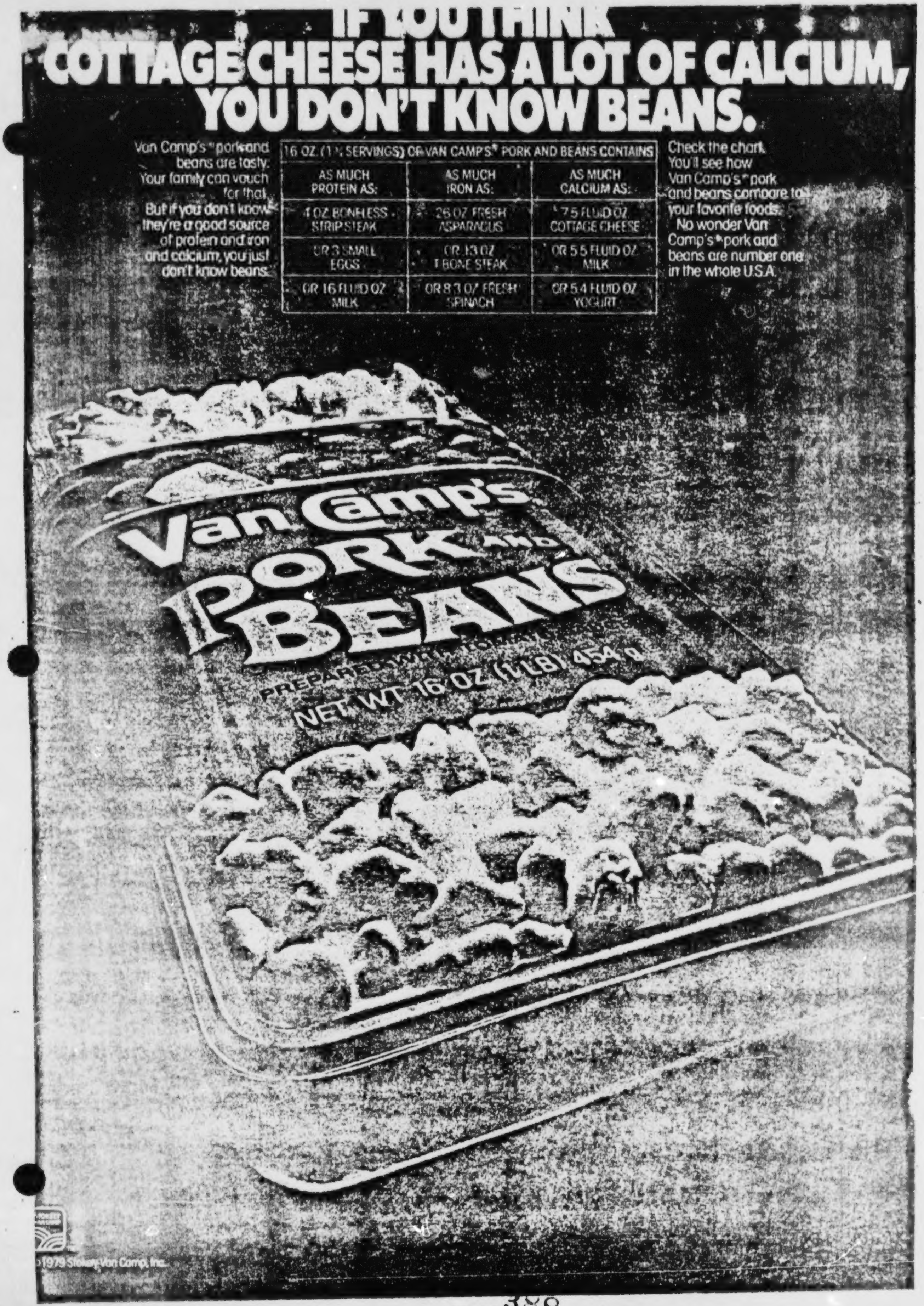
You'll see it again when you set your table. Plates washed in Joy say something kind of nice about you

And finally, when you all sit down to a meal, your company may just sit up and notice how shiny your dishes are. Because when something's done right, it just has to show.

Joy
SPARKLING DISHES

**On your dishes.. on your table... your Joy shows.**

## What a nice reflection on you.



# IF YOU THINK COTTAGE CHEESE HAS A LOT OF CALCIUM, YOU DON'T KNOW BEANS.

Van Camp's® pork and beans are tasty. Your family can vouch for that.

But if you don't know they're a good source of protein and iron and calcium, you just don't know beans.

| 16 OZ. (1¾ SERVINGS) OF VAN CAMP'S® PORK AND BEANS CONTAINS | | |
|---|---|---|
| AS MUCH PROTEIN AS: | AS MUCH IRON AS: | AS MUCH CALCIUM AS: |
| 4 OZ. BONELESS STRIP STEAK | 26 OZ. FRESH ASPARAGUS | 7.5 FLUID OZ. COTTAGE CHEESE |
| OR 3 SMALL EGGS | OR 13 OZ T-BONE STEAK | OR 5.5 FLUID OZ MILK |
| OR 16 FLUID OZ MILK | OR 8.3 OZ FRESH SPINACH | OR 5.4 FLUID OZ YOGURT |

Check the chart. You'll see how Van Camp's® pork and beans compare to your favorite foods.

No wonder Van Camp's® pork and beans are number one in the whole U.S.A.

© 1979 Stokely-Van Camp, Inc.

Stresstabs
HIGH POTENCY STRESS FORMULA VITAMINS
600 WITH iron
Lederle
60 TABLETS

# A touch of womanhood in a high potency vitamin.

**Water soluble vitamins**
Unlike fat-soluble vitamins and most minerals, the water-soluble B complex and C vitamins are not stored in heavy reserve. They must be replaced daily.

**Stress/vitamin demand**
Daily stress conditions such as chronic overwork, fad dieting or even too much smoking or drinking can put an increased demand on your B complex and C vitamin supply. A greater demand than an inadequate diet may provide.

**B complex**
Along with 12 mcg. of $B_{12}$, this high potency formula contains the full line up of key B complex vitamins. It even includes Folic Acid—an essential factor in building red blood cells.

**Vitamin C**
In every tablet, there's 600 mg. of Vitamin C, another important water-soluble vitamin which the body demands daily and uses in above normal amounts during periods of stress.

**Iron**
And that touch of womanhood. 27 mg. of Iron, to tailor this stress formula to the special needs of many young women.

**Vitamin E**
STRESSTABS 600 with Iron contains 30 units of Vitamin E.

Recommended intake—1 tablet daily.

**Your body deserves it.**

A product of Lederle Laboratories

©American Cyanamid Company, 1977
037-7C

CE-53

# A LEGEND ON THE BLOCK NEEDS A LEGEND ON HIS JEANS.

He's conquered every fence, tree, and vacant lot on the block.

But when it comes to jeans, he's met his match: Levi's®. Since 1850, pants with the Levi's "tab" on the back have shrugged off everything from bucking broncos to bicycle sprockets.

Look for Levi's Youthwear. In denim and corduroy, sizes 2 to 14.

You can spend a fortune trying to keep a legend in clothes. Or you can make every penny count. Like they did in the old days. With Levi's.

LEVI'S® YOUTHWEAR

QUALITY NEVER GOES OUT OF STYLE.

390

CE-54

**Sensual and deliciously daring, for the "Kitty Cat"** the silky-soft bikini sensation of the season! Nylon lycra® for perfect fit, easy care. No nonsense guarantee— Refund if not totally satisfied, return in 10 days. $14⁹⁵

**sunup/sundow**

P.O. Drawer 11899, Ft. Lauder
Fl 33339.
For the "Kitty Cat" send $14.9
$1.50 handling.
(Fl. residents add 4% State Sale

☐ Master Charge
☐ Visa (BankAmericard)
☐ Check/Money Order

Full Signature Acct. No. Expiration Date
Name (Please Print)
Address
City/State/Zip

**OR CALL TOLL FREE (orders only)**
**1-800-325-6400**

Sizes: ☐ 5-7 small ☐ 7-9 medium
☐ 9-11 large
Colors: ☐ virgin white ☐ sexy black
☐ canary yellow
☐ dark chocolate ☐ ocean blue
Second color choice: ________

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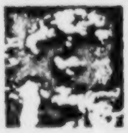

## WEAR WHAT WE WEAR EVERYWHERE

**MONOI TIARE TAHITI**
**"The oil of Tahiti"**

Unequaled as a suntan oil, fabulous for dry skin and hair. Discover the Tahitian beauty secret. A natural bath beauty and baby oil from Tahiti. Original or new sunscreened version available. Send $5.00 for each 4 fl. oz. bottle to:

**Hawaiian Resources Co., Ltd.**
**1311 Kapiolani Blvd. Suite 405**
**Honolulu, Hawaii 96814**
*Sole U.S. Distributor*

**MONOI TIARE TAHITI**
*Expect incredible results*

**Retailers and Distributors Solicited**

---

# WHITEN TEETH

***instantly!*** **Like a Movie-Star smile with fine Cosmetic Enamel!**

**LABORATORY TESTED**
**(ACCEPT NO SUBSTITUTES!)**

Are you smile shy because of discolored, dull and unattractive teeth? Then try WYTEN, a marvelous fine "Dental Cosmetic" for an attractive new glamorous look. Just brush on and instantly you transform discolored, yellow and dingy teeth into a sparkling white look that appears so pearl-like and natural. WYTEN is used by thousands of women and theatrical folks to cover up stains, blemishes and even gold fillings. Dental formula is completely safe and harmless for natural as well as false teeth.

**10 DAY TRIAL! Money Back Guarantee!**

Pay postman $2.98 plus shipping & C.O.D. charges for a 3-4 months supply. Or send $2.98 plus 35¢ shipping charges. SAVE C.O.D. CHARGES (2 Wyten $5.00. 3 Wyten $7.00) Must Satisfy or Return For Refund

**NU-FIND PRODUCTS, INC. Dept. WA218 12 Warren St., N.Y.C. 10007**

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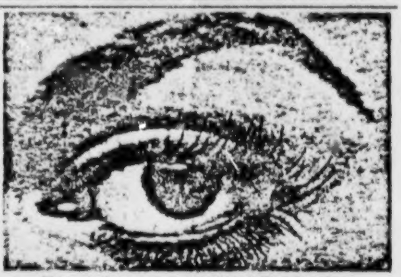

**No need to wear Artificial Eye Lashes**

## MORE BEAUTIFUL EYE LASHES OVERNIGHT!

Thicker, longer, lovelier lashes with Jerome's Instant Eye Lash Oil. Apply it at bedtime—awaken to new eye beauty! Completely Hypo-allergenic and nontoxic. 6 months supply, $5.95 (tax & shipping incl.) fully guaranteed—send check or M.O. (sorry, no C.O.D.'s)

**ROSE VINE, G-135**

**Box 3547** **Beverly Hills, Calif. 90212**

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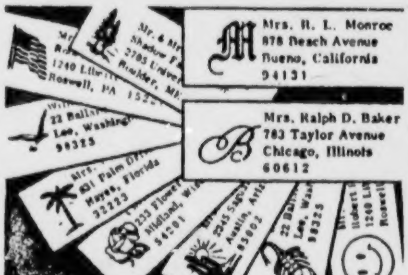

## ADDRESS LABELS WITH NICE DESIGNS

Any initial in Old English or Script, Pine, U.S. Flag, Gull, Palm, Rose, Saguaro, Any Zodiac Sign, Happy Face or Horse, Roadrunner, Palette, Spruce, Treble Clef. To 20 letters per line, 4 lines. Printed in black ink on 500 white or 250 gold gummed labels. Two sizes . . . 1½" x ½" for $2.50 or Deluxe size 1¾" x ⅝" for $3.50+50¢ post. via 1st or 40¢ via 3rd class. Specify design, size and color. Useful 96-P. Gift Catalog, 50¢. Bruce Bolind, 327-L Bolind Bldg., Boulder, CO 80302. (Since 1956, thanks to you!)

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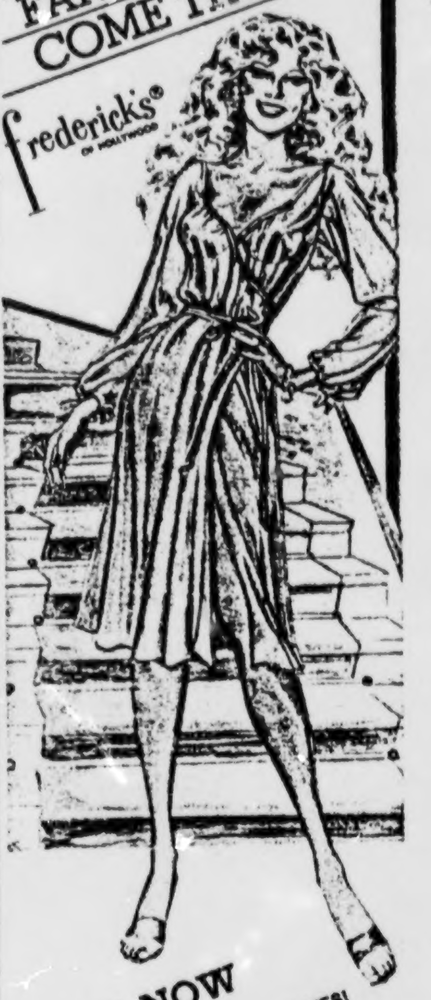
## MAKE YOUR FANTASY COME TRUE

**fredericks®** OF HOLLYWOOD



## SEND NOW

FOR FASHION CATALOG!

**HUNDREDS OF FASHION EXCLUSIVES!**

- FROM **BABY DOLLS** TO BARELY-THERE BACKLESS DRESSES!
- UNIQUELY DESIGNED **BRAS!**
- OUTRAGEOUS **BATHING SUITS**— FROM BIKINIS TO THE FISHNET LOOK!
- UNSPEAKABLE **LINGERIES** FOR EVERY MOOD, EVERY MAGIC MOMENT!
- **SHOES** THAT CAN MAKE YOU A STATUE!
- PLUS SOME FASHIONS FOR HIM THAT WILL DELIGHT YOUR EYES!

YOUR FIRST CATALOG INCLUDES.

**A VALUABLE FREE GIFT OFFER!**

**SEND ONLY**

**$2** FOR 11 ISSUES **(ONE FULL YEAR)**
**$3** FOR A **TWO-YEAR** SUBSCRIPTION

SO SEND FOR YOUR NEW CATALOG TODAY AND BEGIN TO EXPLORE YOUR FANTASIES TOMORROW. IF YOU'RE TIRED OF RESENTING "THE OTHER WOMAN" ISN'T IT TIME YOU BECAME ONE?

DEPT. 1257
**FREDERICK'S OF HOLLYWOOD**
6610 HOLLYWOOD BLVD., HOLLYWOOD, CA 90028

☐ I ENCLOSE **$2** FOR 11 ISSUES **(ONE FULL YEAR)**
☐ I ENCLOSE **$3** FOR A **TWO-YEAR** SUBSCRIPTION

NAME ________
ADDRESS ________
CITY ________ STATE ________ ZIP ________
SUBSCRIPTIONS ONLY IN U.S.A. ©1979 All rights reserved.

# Magazines At Discount

psychology today
COMING OF AGE IN AMERICA
08 PAY ONLY $6.97
TV
41 PAY ONLY $9.88
TIME
The All-American Model
40 PAY ONLY $14.97 (Reg. Rate)
Better Homes
ROSES
22 PAY ONLY $10.00
REDBOOK
BIGGEST FICTION ISSUE!
by Margaret Atwood
37 PAY ONLY $11.93

Reg. Rate: 12 Issues/$12.00

Lowest Available Sub Rate for 29 Issues

Newsstand Rate 25 Issues/$31.25

Newsstand Rate: 12 Issues/$12.00

Newsstand Rate: 18 Issues/$22.50

# You SAVE up to 50%

Here's your chance for a real bargain bonanza on your favorite magazines. You may select as many as five of these titles at the special introductory rates shown—up to 50% off! To order, indicate the magazines you want by inserting their code numbers in the boxes on the attached order card. Or write to: MAGAZINES AT DISCOUNT, A Division of Ziff-Davis Publishing Co., P.O. Box 601, Broomall, Pennsylvania 19008

## CHOOSE YOUR FAVORITES AT DISCOUNT PRICES!

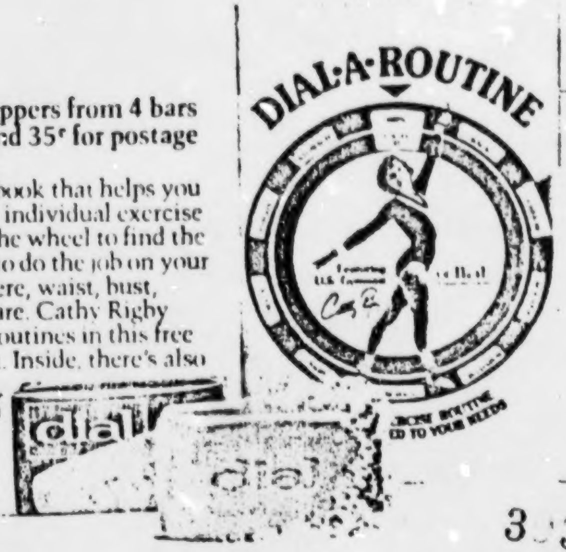
| | | | | |
|---|---|---|---|---|
| 21 | APARTMENT LIFE | 24 ISSUES | YOU PAY ONLY $7.97 | Reg. Rate: 24 iss. $14.97 |
| 22 | Better Homes and Gardens | 12 ISSUES | YOU PAY ONLY $10.00 | Newsstand Rate: 12 iss. $12.00 |
| 48 | Business Week | 51 ISSUES | PAY ONLY $28.50 (Reg. Rate) | Newsstand Rate: 51 iss./$63.75 |
| 02 | CAR and DRIVER | 12 ISSUES | YOU PAY ONLY $5.99 | Reg. Rate: 12 iss. $11.98 |
| 68 | CUISINE | 10 ISSUES | PAY ONLY $8.95 | Newsstand Rate: 10 iss./$12.50 |
| 03 | Cycle | 12 ISSUES | YOU PAY ONLY $5.99 | Reg. Rate: 12 iss. $11.98 |
| 49 | ESQUIRE | 24 ISSUES | YOU PAY ONLY $11.95 | Reg. Rate: 24 iss./$16.[illegible] |
| 63 | GOLF | 10 ISSUES | YOU PAY ONLY $7.46 | Reg. Rate: 18 iss. $14.9[illegible] |
| 74 | HOUSE BEAUTIFUL | 12 ISSUES | YOU PAY ONLY $6.97 | Reg. Rate: 12 iss. $16.00 |
| 26 | Humpty Dumpty's | 10 ISSUES | YOU PAY ONLY $7.77 | Reg. Rate: 10 iss. $9.50 |
| 52 | 1001 Decorating Ideas | 7 ISSUES | YOU PAY ONLY $9.99 | Reg. Rate: 7 iss. $10.50 |
| 73 | Outside | 9 ISSUES | YOU PAY ONLY $6.97 | Reg. Rate: 9 iss. $12.00 |
| 27 | McCall's | 17 ISSUES | YOU PAY ONLY $9.87 | Newsstand Rate: 17 iss./$16.15 |
| 47 | Ms. | 12 ISSUES | YOU PAY ONLY $5.97 | Reg. Rate: 12 iss./$10.00 |
| 44 | Newsweek | 23 ISSUES | YOU PAY ONLY $13.25 (Reg. Rate) | Newsstand Rate: 23 iss./$28.75 |
| 32 | Organic Gardening | 12 ISSUES | YOU PAY ONLY $6.97 | Reg. Rate: 12 iss. $9.00 |
| 33 | PARENTS' MAGAZINE | 12 ISSUES | YOU PAY ONLY $6.95 | Reg. Rate: 12 iss. $8.95 |
| 07 | POPULAR PHOTOGRAPHY | 12 ISSUES | YOU PAY ONLY $6.99 | Reg. Rate: 12 iss. $13.98 |
| 36 | Prevention | 12 ISSUES | YOU PAY ONLY $6.97 | Reg. Rate: 12 iss. $9.00 |
| 08 | psychology today | 12 ISSUES | YOU PAY ONLY $6.97 | Reg. Rate: 12 iss. $12.00 |
| 37 | REDBOOK | 18 ISSUES | YOU PAY ONLY $11.93 | Newsstand Rate: 18 iss. $22.50 |
| 56 | Rolling Stone | 26 ISSUES | YOU PAY ONLY $12.00 | Reg. Rate: 26 iss./$18.00 |
| 88 | RUNNER | 9 ISSUES | YOU PAY ONLY $8.97 | Reg. Rate: 9 iss./$13.50 |
| 09 | SKIING | 7 ISSUES | YOU PAY ONLY $5.99 | Reg. Rate: 7 iss./$8.95 |
| 38 | Sports Illustrated | 24 ISSUES | PAY ONLY $13.97 (Reg. Rate) | Newsstand Rate: 24 iss. $30.00 |
| 11 | Stereo Review | 12 ISSUES | YOU PAY ONLY $4.93 | Reg. Rate: 12 iss. $9.98 |
| 39 | tennis | 12 ISSUES | YOU PAY ONLY $4.75 | Reg. Rate: 12 iss. $9.50 |
| 40 | TIME | 25 ISSUES | PAY ONLY $14.97 (Reg. Rate) | Newsstand Rate: 25 iss. $31.25 |
| 41 | TV GUIDE | 29 ISSUES | YOU PAY ONLY $9.88 | Lowest Available Sub Rate |
| 99 | TV GUIDE | 52 ISSUES | YOU PAY ONLY $18.00 | Lowest Available Sub Rate |
| 86 | us | 13 ISSUES | YOU PAY ONLY $9.75 | Lowest Available Sub Rate |
| 89 | working Woman | 12 ISSUES | YOU PAY ONLY $9.00 | Newsstand Rate: 12 iss. $18.00 |

# Cathy Rigby and Dial Soap have an exercise program for every part of your body.

# FREE.

**Send wrappers from 4 bars of Dial Soap and 35¢ for postage and handling.**

Finally, a book that helps you tailor your own individual exercise program. Dial the wheel to find the right exercises to do the job on your legs, hips, derriere, waist, bust, even your posture. Cathy Rigby illustrates the routines in this free 16-page booklet. Inside, there's also a special offer for the Danskin leotard Cathy wears in the photo.



**DIAL-A-ROUTINE**
P.O. Box 9685,
St. Paul, Minnesota 55196

Send me my free Dial-A-Routine Exercise Guide. Enclosed are the wrappers from 4 bars of Dial Soap and 35¢ for postage and handling for each Guide.

Name ____________________

Address ____________________

City ____________________

State ____________ Zip ______

# CONSUMER EDUCATION

Number C.2

Objective: Given examples of advertising, the learner will analyze the completeness and usefulness of the information (and evaluate the potential effect of the ad on his/her desire for products).

Domain: Cognitive　　Level: Application

Look at the four ads you have been given. Answer the following questions.

_____1. Which of the advertisements gives the most information? (A)
   A. A
   B. B
   C. C
   D. D

_____2. Which of the advertisements uses beauty rather than information? (B)
   A. A
   B. B
   C. C
   D. D

_____3. Which of the advertisements gives the least information? (C)
   A. A
   B. B
   C. C
   D. D

_____4. Which advertisement uses fear as a selling point? (D)
   A. A
   B. B
   C. C
   D. D

# e.p.t.® In-home early pregnancy test.

## The only early pregnancy test thousands of American women have used for the past 2½ years accurately, safely, privately, in their own homes.

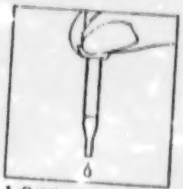
**Sophie S. Berger**
E.P.T. put an end to our suspense. (7 a.m. on the 9th day—it was the most beautiful ring we ever saw.)

**Joy and Ernie Cutler**
E.P.T. provided an unbelievable moment to share at home together, instead of waiting for a lab test.

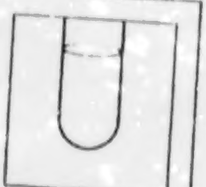
**Paula Shegda**
Two days after E.P.T. told me I was pregnant—my doctor confirmed it. It was just as accurate as my lab test.

**Marjie Odesirk**
Thanks to E.P.T., I found out I was pregnant only 12 days after missing my period.

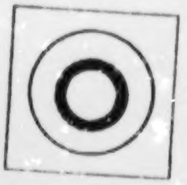
As your doctor will tell you, health precautions for proper fetal development are critical during the first 60 days. So don't guess at pregnancy. E.P.T. is the only in-home early pregnancy test proven accurate by thousands of American women in over two and one-half years of successful use.



1. Put three drops of urine in test tube.



2. Add contents of plastic vial. Shake 10 seconds, place tube in holder. Leave undisturbed for two hours.



3. If, after two hours, a dark brown donut shaped ring is visible, your test is positive. If no ring appears, your test is negative.

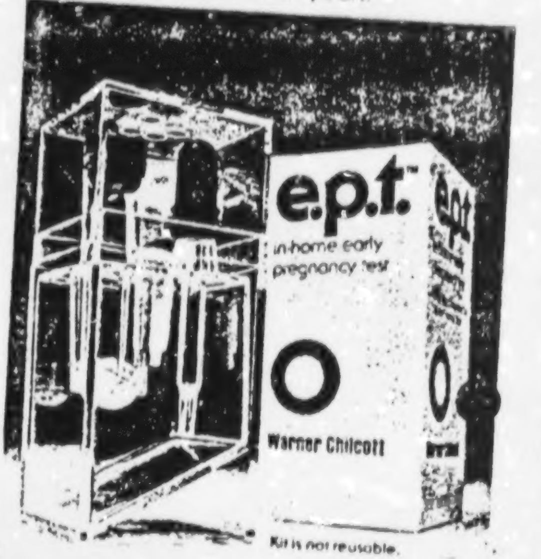
**e.p.t. accuracy has been clinically confirmed by doctors**
The high accuracy rate of E.P.T. has been clinically confirmed by doctors. And when performed as directed, E.P.T. is fully as accurate as similar hospital and laboratory tests ordered by obstetricians. No other in-home pregnancy test is more accurate than E.P.T.

**e.p.t. is safe, fast, inexpensive**
A simple test of morning urine gives you the answer in two hours. Think of it—an accurate, easy pregnancy test you can take at home. No waiting for appointments, no suspense, no maddening delays. And E.P.T. costs less than your doctor usually charges for a visit and a laboratory fee.

**e.p.t. detects one of the early signs of conception**
E.P.T. is the same type of pregnancy test used in millions of lab tests and in thousands of hospitals in the U.S. As early as nine days after you've missed an expected period, E.P.T. can tell you if you're pregnant. That's when E.P.T. can detect HCG, the pregnancy hormone, in your urine. If E.P.T. says you're not pregnant, your period should begin soon. If a week goes by and it hasn't begun, you should take a second E.P.T. If, once again, E.P.T. indicates that you are not pregnant, consult your physician.

**Remember:** E.P.T. comes to you with fine credentials from Warner/Chilcott, many of whose products you know and trust. E.P.T. is the only early pregnancy test that has been in use—accurately, safely—by thousands of American women in their own homes for over two and one-half years.

**e.p.t.** the original in-home early pregnancy test women have used for two and one-half years.



Kit is not reusable.

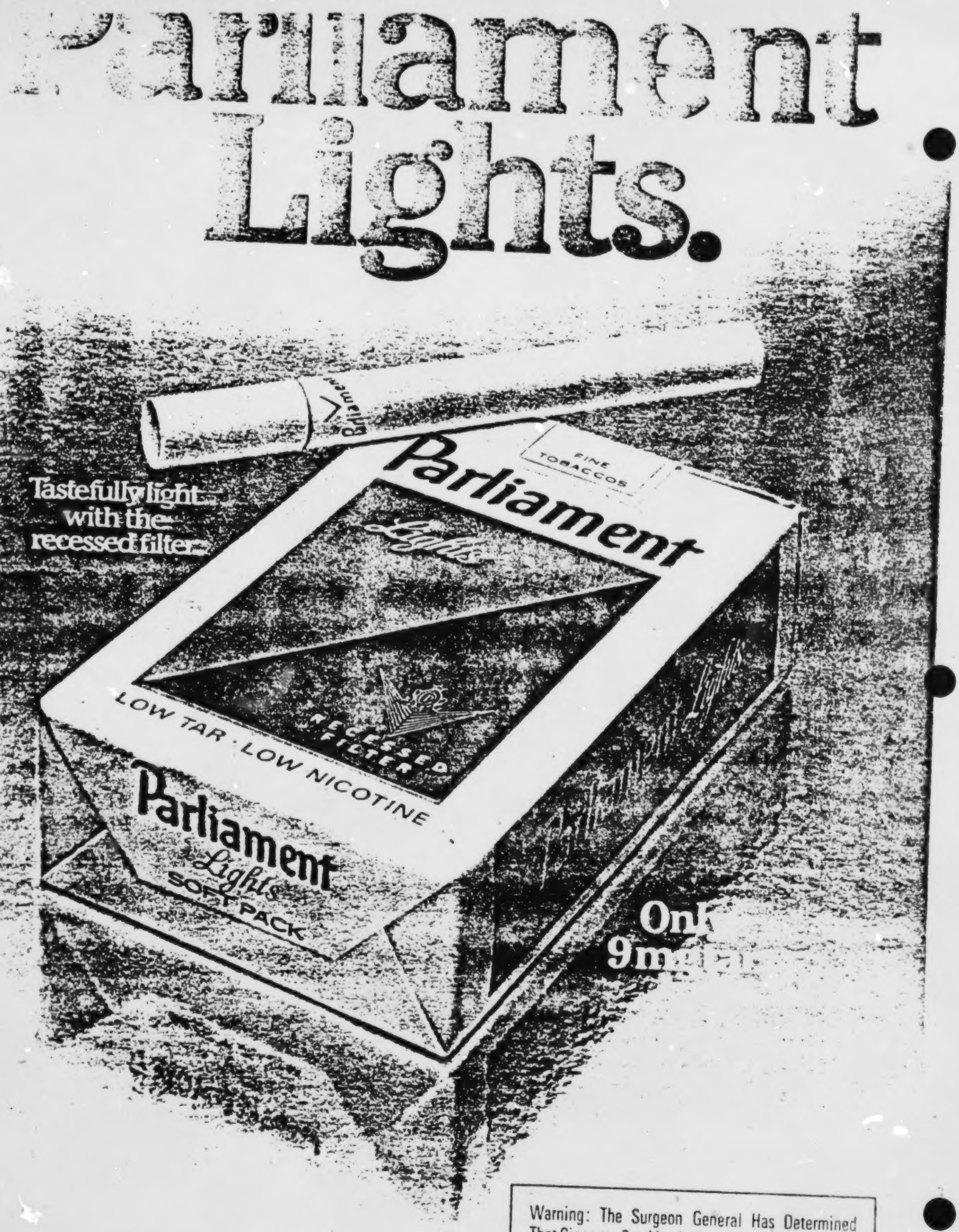
B

NEW DRIER SPRAY SECRET
"Plain fact is, Secret is strong enough for a man. And now it sprays on even drier."
"You're right on course but it's still made for a woman. Sorry, Ace."
NEW! DRIER SPRAY
Secret
ANTI-PERSPIRANT
Dress by [illegible]/Chicago

Good news, ladies. The Secret Spray you've always relied on just got better. Because new Secret® sprays on drier.

So, Secret does more than just help keep you dry all day. It goes on with a drier feeling. And the soft, pretty fragrance tells you it's made just for women.

Secret has what it takes to take care of perspiration wetness. Plus something extra. New Drier Spray Secret. Strong enough for a man, but made just for you.



# Parliament Lights.

Tastefully light with the recessed filter.

Onl
9mg

Parliament
FINE TOBACCOS
Lights
LOW TAR · LOW NICOTINE
RECESSED FILTER
Parliament
Lights
SOFT PACK

Warning: The Surgeon General Has Determined That Cigarette Smoking Is Dangerous to Your Health.

9 mg "tar," 0.6 mg nicotine av. per cigarette, FTC Report, May '7

CE-61

U.S. Government Report:

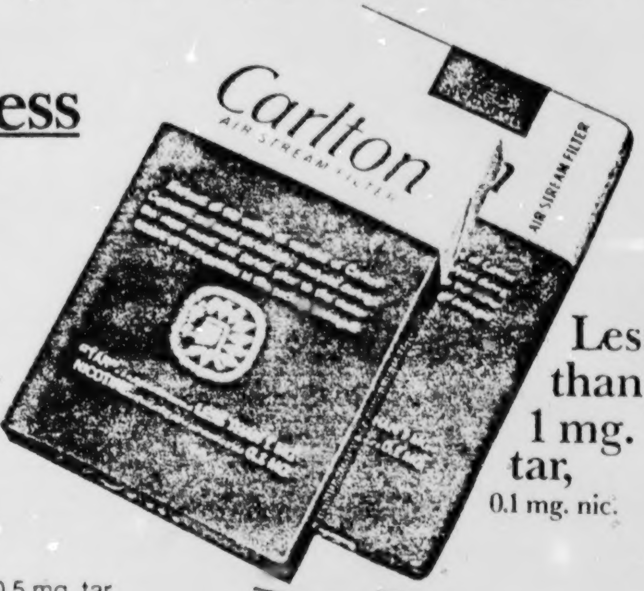
# Carlton is lowest.

Box or Menthol:

## 10 Carlton have less tar than 1:

| | tar mg./cig | nicotine mg./cig |
|---|---|---|
| Kent | 12 | 0.9 |
| Marlboro Lights | 12 | 0.8 |
| Merit | 8 | 0.6 |
| Salem Lights | 10 | 0.8 |
| Vantage | 11 | 0.8 |
| Winston Lights | 13 | 0.9 |
| **Carlton Soft Pack** | 1 | 0.1 |
| **Carlton Menthol** | less than 1 | 0.1 |
| **Carlton Box** | less than 0.5 | 0.05 |

Of all brands, lowest...Carlton Box: less than 0.5 mg. tar and 0.05 mg. nicotine av. per cigarette. FTC Report May '78.

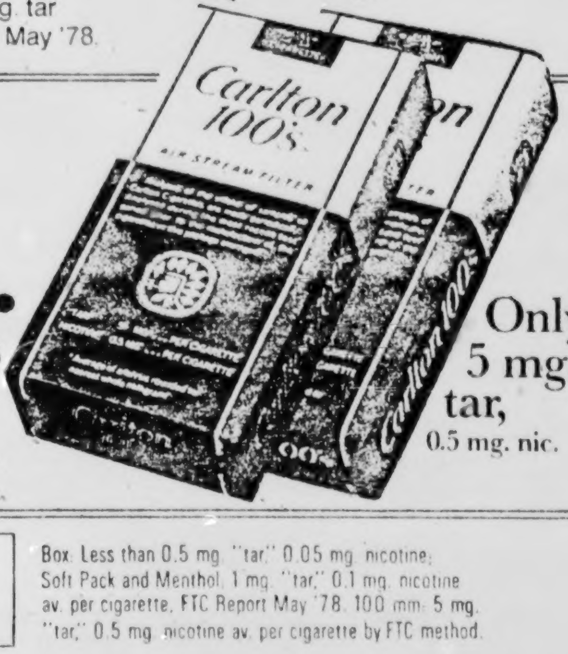

Carlton
AIR STREAM FILTER
AIR STREAM FILTER

Less than 1 mg. tar, 0.1 mg. nic.

## Carlton.

*Filter & Menthol*

## The lighter 100's.


Carlton 100's
AIR STREAM FILTER
Carlton 100's

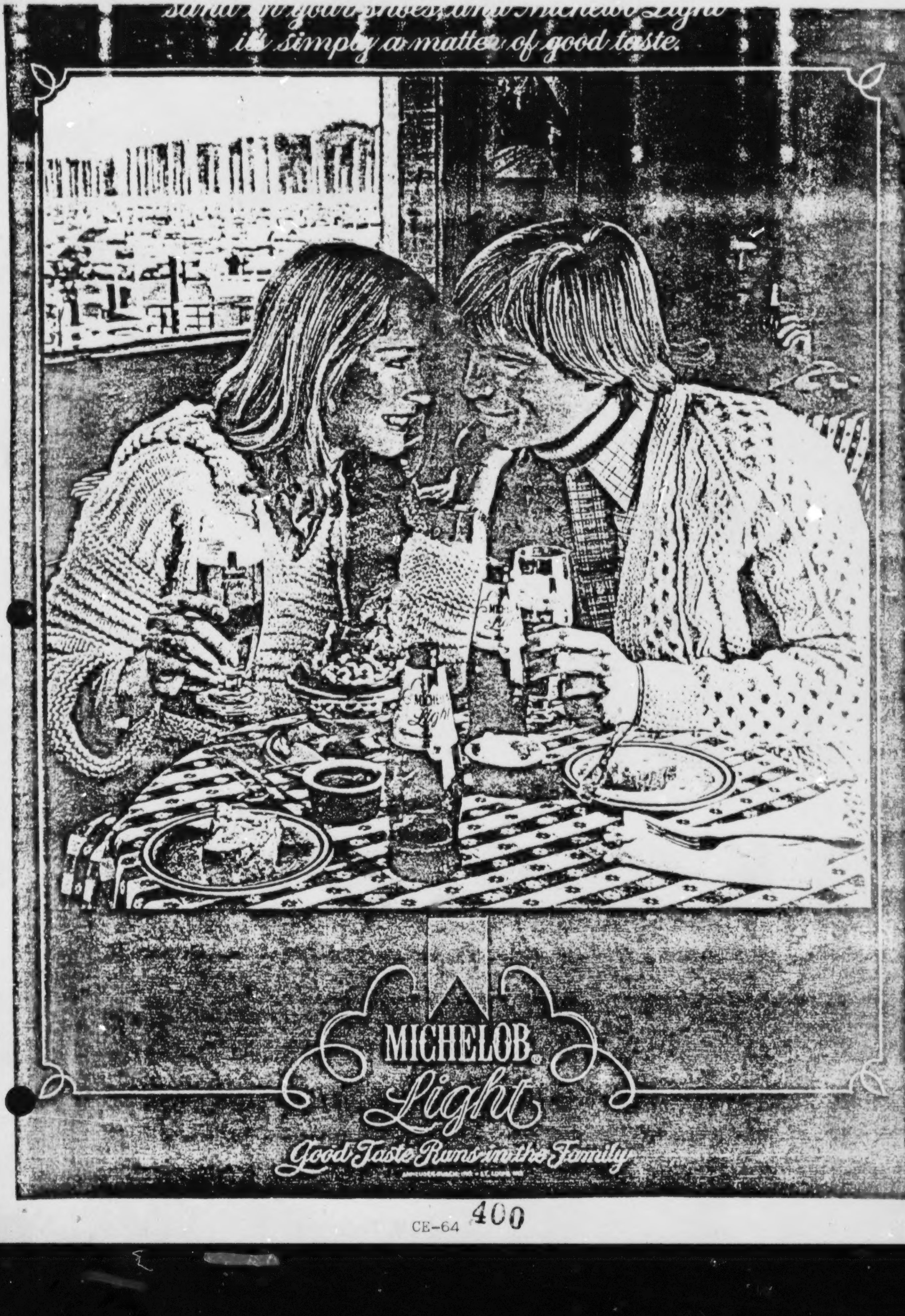
Only 5 mg. tar, 0.5 mg. nic.

Warning: The Surgeon General Has Determined That Cigarette Smoking Is Dangerous to Your Health.

Box: Less than 0.5 mg. "tar," 0.05 mg. nicotine; Soft Pack and Menthol, 1 mg. "tar," 0.1 mg. nicotine av. per cigarette, FTC Report May '78. 100 mm: 5 mg. "tar," 0.5 mg. nicotine av. per cigarette by FTC method.

You will be given 12 ads to analyze. Rate the following three criteria with "Yes" or "No" answers for each ad.

| AD# | Information is facutal or rational | Information appeals to emotions | Ad has enough information to make a decision |
|---|---|---|---|
| A. | 5.------------ (Y) | 6.-------------(Y) | 7.------------- (N) |
| B. | 8.------------ (Y) | 9.-------------(N) | 10.--------- --- (N) |
| C. | 11.------------ (Y) | 12.-------------(Y) | 13.------------- (Y) |
| D. | 14.------------ (Y) | 15.-------------(Y) | 16.------------- (Y) |
| E. | 17.------------ (Y) | 18.-------------(Y) | 19.------------- (N) |
| F. | 20.------------ (Y) | 21.-------------(N) | 22.------------- (N) |
| G. | 23.----------- (Y) | 24.-------------(Y) | 25.------------- (N) |
| H. | 26.------------ (Y) | 27.-------------(N) | 28.------------- (N) |
| I. | 29.------------ (Y) | 30.-------------(Y) | 31.------------- (Y) |
| J. | 32.------------ (Y) | 33.-------------(Y) | 34.------------- (Y) |
| K. | 35.------------ (Y) | 36.-------------(Y) | 37.------------- (N) |
| L. | 38.------------ (Y) | 39.-------------(Y) | 40.------------- (Y) |


sand in your shoes, and Michelob Light
it's simply a matter of good taste.
MICHELOB
Light
Good Taste Runs in the Family

A

**The Will Power Struggle, Battle of the Bulge and the War Against Fat have just been won, and I want to share the Victory with you. Dozens of Weight Loss Programs advertise their great results, but have you ever noticed, they all want your money before they prove their claims? I am so confident that DYNASLIM will quickly and easily burn away all of your unwanted fat that I want you to:**

# LOSE NOW — PAY LATER!

### HERE IS THE TRUTH

Have you been reading all the extravagant claims made by certain weight loss programs that you will lose 6 lbs the first 48 hours and up to 90 lbs the first 60 days? Well, if you tried any of these programs, you now know the sad truth. You didn't because it's impossible except through surgery to lose that amount of fat so quickly. Oh, sure, if you stepped on the scales after 48 hours on any fasting or semi-fasting program they may register a loss of 6 lbs but this is mostly water, not fat. That's why you seem to gain back all the weight you lost and more the moment you start eating normally again. If you doubt what I say, ask your Doctor. With Dynaslim you lose FAT and only FAT and you keep it off. Your weight doesn't go up and down like a yo-yo because the Dynaplan puts you in control. The Dynaplan makes you slim, more youthful, more attractive and what's more it can keep you that way all the days of your life. I guarantee it!

### IT'S SO EASY TO LOSE WEIGHT — THE DYNAPLAN WAY

Just treat yourself to a rich creamy DYNASHAKE for breakfast and lunch which automatically turns on your fat burning furnace, melting away those unwanted pounds all day. Dinner is when you continue spoiling yourself by indulging in all your favorite foods. The hardest work you will have to do is keeping track of all your lost pounds.

### HERE IS WHAT YOU DON'T GET!

Meetings to attend -- Dangerous water pills -- Calorie counting -- Candy "appetite" suppressants -- Carbohydrate counting -- Dangerous Liquid Protein -- Gimmicks -- A need to strain your will power avoiding your favorite foods -- Eating small portions -- And always saying No when you want to say Yes! -- Hours of exhausting exercise.

### HERE IS WHAT YOU DO GET:

Fabulous, rich creamy milkshakes manufactured from the finest, pure, natural ingredients and clinically tested to guarantee safety and effectiveness by an internationally known and respected pharmaceutical laboratory (Name and address supplied upon request).

The finest vitamin mineral supplement available to ensure that your body receives 100% of its daily requirements.

The privilege of continuing to eat your favorite foods every day.

Whistles, wolf calls and admiring looks will be yours from your family and friends who won't be able to believe their eyes when they see the newer, natural, more beautiful you.

Included in all Dynaslim kits is a generous supply of Dynaslim protein powder and Dynavite multiple vitamin mineral tablets, plus the Dynaplan instruction booklet and a giant deluxe weightloss chart, to help you keep track of all your lost pounds.

TOTAL FREEDOM FROM HUNGER
PLUS!

The most incredible guarantee ever offered. If you don't lose the weight I promise, I won't keep your money.

### THE GREAT LOSE NOW — PAY LATER OFFER

## IMPORTANT READ THIS

### THE LOSE NOW — PAY LATER OFFER

I know it must sound incredible, in this day and age, with most people wanting something for nothing, but if my DYNAPLAN doesn't help you lose all the weight you want, I won't keep your money. To introduce you to the easiest and fastest way to permanent weight loss ever devised, I will not cash your cheque or money order for a full 15 days after receipt. This will give you plenty of time to try the 5 or 10 day introduction kit. If you don't lose at least 5 lbs with the 5 day kit, or 8 lbs with the 10 day kit, simply return the unused portion within the 15 day period, and I will promptly send back your uncashed cheque or money order. Obviously I couldn't make this offer unless DYNAPLAN was tested and proven. I believe this to be the most positive and unique guarantee of success ever offered to people who want, and need to lose weight. The only truly honest guarantee that you will lose at least 5 lbs of actual FAT the first 5 days. NO IFS, ANDS or BUTS. I **PERSONALLY GUARANTEE IT!**

Dan Scott

© Copyright Dynaslim Marketing Inc. 1979

### TRADE IN YOUR OLD BODY FOR A NEW ONE!

DYNASLIM works with incredible speed to help your body accelerate its normal Fat Burning Process. You won't believe the dramatic results. The first 5 days alone you will see at least 5 pounds melt away. You will see your waistline shrink and your bulges turn to sleek new lines. Melt away another 20, 30, 40, or even 100 lbs using the same super safe Dynaplan that allows you to continue eating all your favorite foods.

NOT A DRUG !!!

**The First Month You Will Lose Up to**

- 4 to 6 inches off your waistline
- 2 to 5 inches off your hips
- Up to 3 inches off your thighs
- Up to 4 inches off your buttocks
- Up to 4 inches off your stomach

**Each of the Following Will Give You The Same Daily Weight Loss**

1) JOG 14 MILES A DAY
2) WALK 20 MILES A DAY
3) SWIM VIGOROUSLY FOR 4 HOURS A DAY

— OR YOU COULD SIMPLY RELAX AND LET DYNASLIM DO THE WORK

Yes, you will see pounds melt away, beginning the very first day and the wonderful thing about Dynaslim is it not only takes off weight, it helps you keep it off.

Formulated from the purest most natural ingrediants, Dynaslim lets you shed those ugly unwanted pounds quickly and safely, while providing you with all the necessary protein, vitamins and minerals to keep your body healthy and strong.

All this without fasting, constant will power, always feeling hungry or exhausting yourself with boring exercise. With Dynaslim losing weight is natural, relaxing, super fast and totally automatic.

**DYNASLIM MARKETING INC. DEPT. GL79 P.O. BOX L, BELLINGHAM, WA. 98225**

Mail this no risk LOSE NOW PAY LATER coupon today

**DAN SCOTT**
**DYNASLIM MARKETING INC. DEPT. GL79**
**P.O. BOX L, BELLINGHAM, WA. 98225**

Dan, this is just what I need, and your LOSE NOW — PAY LATER offer means I have nothing to lose but unwanted weight.

Rush me the offer marked below, but don't cash my cheque or money order for 15 days. If I don't lose the weight you promise I will within that period return the unused materials and you will send back my uncashed cheque or money order.

☐ Strawberry ☐ Vanilla
☐ 5 Day Kit — I will lose at least 5 lbs. $5.95 plus $1.00 postage & handling.
☐ 10 Day Kit — I will lose at least 8 lbs. $9.95 plus $1.00 postage & handling.
☐ 20 Day Kit — I will lose at least 13 lbs. $19.90 postage paid.
☐ 30 Day Kit — I will lose at least 18 lbs. $29.85 postage paid.
☐ 40 Day Kit — I will lose at least 23 lbs. $39.80 postage paid.

**Amount enclosed** ________ ☐ cheque ☐ money order ☐ Visa ☐ Mastercharge

Credit Card No

NAME ____________________

ADDRESS ____________________ APT. NO. ______

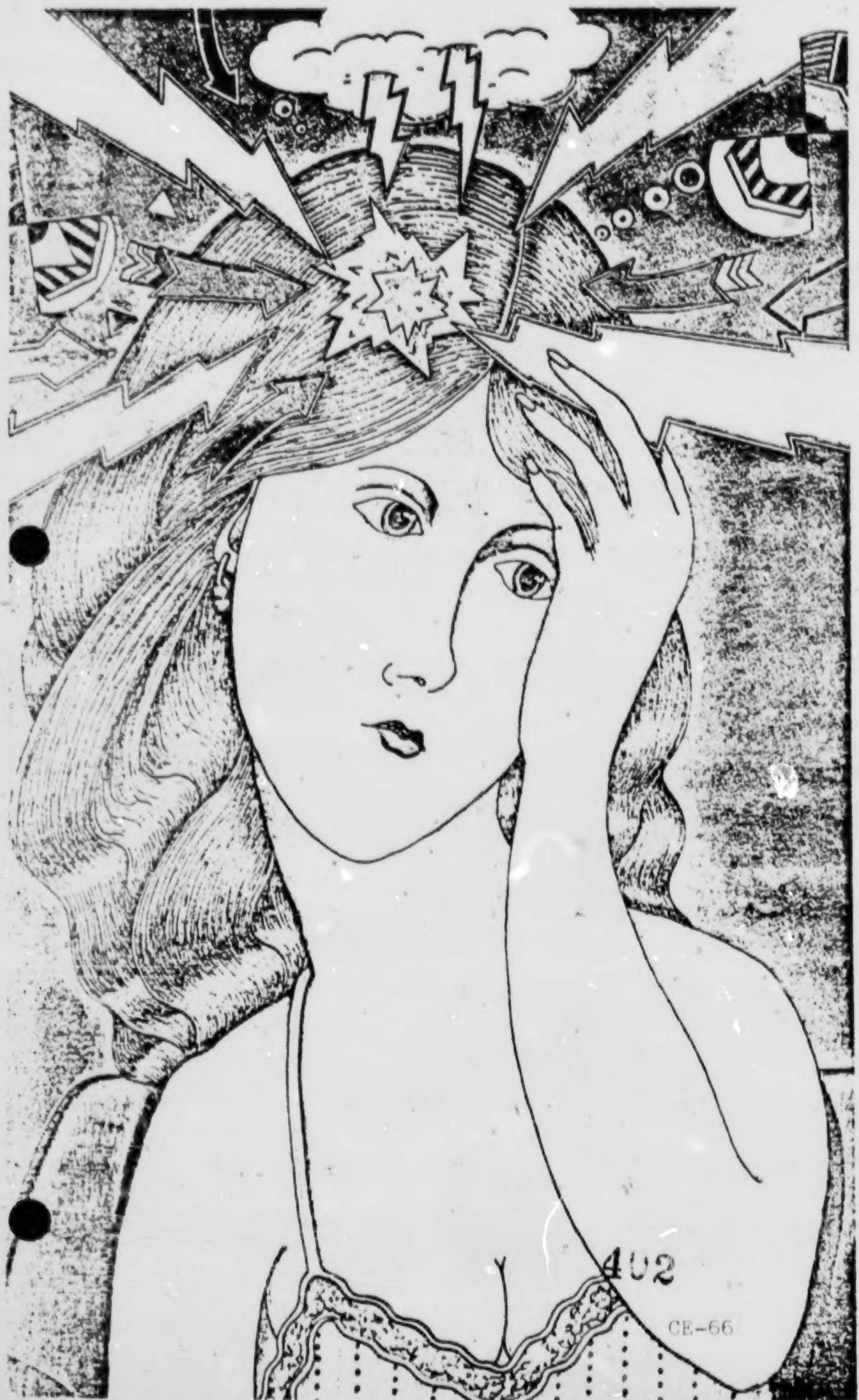
CITY ______________ STATE ______________ ZIP ______

Credit Card Holder: Call anytime (604) 926-4546 give name, address, zip, phone no., credit card no. and expiry date. Same day shipment on phone orders.

CANADIANS Same offer — write DYNASLIM MARKETING INC. Box 9146, West Vancouver, B.C. V7V 3P1

# WHY PUT UP WITH MORE PAIN THAN YOU HAVE TO?

(Or how a rotten headache works.
And why Excedrin works better than Bayer or regular Tylenol.)



From time to time, you may find yourself really being overworked. Or overtired. Having too many cigarettes. Or too much coffee. Or even missing a meal.

The problem is, all these things and more can sometimes give you a rotten headache.

Biologically, what happens is this: the muscles in your head and neck contract. If they stay contracted too long, you can get real pain and discomfort.

Worse yet, sometimes the blood vessels carrying blood to your brain may also contract. And that can make your nerve endings end up screaming.

To relieve all this, Excedrin gives you something extra. Extra Strength.

Excedrin provides more pain reliever, more total strength than Bayer, Tylenol, or any regular strength tablet, aspirin or non-aspirin.

In fact, a combined analysis of 3 hospital studies indicates Excedrin can relieve pain significantly better than any regular tablet.

Next time you get a rotten headache, why put up with more pain than you have to?

Try Excedrin. The Extra Strength Pain Reliever.™

And see for yourself why, for literally millions of people, Extra Strength means Excedrin.

## EXTRA STRENGTH MEANS EXCEDRIN®

Read and follow label directions
when using Excedrin or any medicine.
© Bristol-Myers Co. 1979

Excedrin
Excedrin
THE EXTRA-STRENGTH PAIN RELIEVER
Excedrin
THE EXTRA-STRENGTH PAIN RELIEVER

# If You Read Music... You'll Love Our Magazine

# The Only Magazine You Can Play!

*We call it SHEET MUSIC MAGAZINE.* And that's exactly what it is! Each and every issue is filled with the most popular sheet music ever published, including *Pop, Great Standards, Jazz, Show Tunes, Folk, Country, Tin Pan Alley, Movie Songs, Classics, Ragtime, Blues,* and more.

When you sit down at your piano, organ, guitar, or any musical instrument, *we want to be your music book!* And when you want to improve your own musical ability, we want our staff of writers to *show you how.* And in every issue they do just that! There are Keyboard Clinics, Guitar Workshops, Composers' Workshops, Sight-reading, Playing By Ear, Theory And Harmony, Rhythm Workshops, and so much, much more.

A single year's subscription brings you more than 100 great songs. And when you consider the price of sheet music these days, about $1.50 per song, and realize that Sheet Music Magazine provides the exact same thing for about *10¢ a song,* you can understand why it has more subscribers than any other music magazine in the world today. A one-year subscription for $11 brings you over $150 worth of music!

And there is a new *Easy Edition* of Sheet Music Magazine, for you beginners and new students, young or adult. It contains all the same great hits as our standard version, but in easy-to-play keyboard arrangements. No matter which version you choose, each has the complete words and music, chord names for organ, and guitar frames, as well as all the same feature articles. (If you are undecided as to which version would be right for you, we suggest you try the *Easy Edition.* You can change at any time, at no extra charge whatsoever.)

Let us send you your first issue with these wonderful songs... *As Time Goes By... Never My Love... April In Paris... Embraceable You... The Entertainer... If You Could Read My Mind... Dancing In The Dark... The Hustle... Love Will Keep Us Together... I Only Have Eyes For You... Tie A Yellow Ribbon... It Had To Be You... Bye Bye Blackbird.*

*SHEET MUSIC MAGAZINE* 352 Evelyn Street, Paramus, N. J. 07652

Please enter my subscription to Sheet Music Magazine and rush me the Introductory Issue with all the songs listed above. I understand that I may cancel at any time and receive a complete refund on all unmailed issues. *No questions asked.*

SUBSCRIPTION APPLICATION

☐ Easy Edition ☐ One Year (9 issues) $11
☐ Standard Edition ☐ Two Years (18 issues) $20

Name ____
Address ____
City ____ State ____ Zip ____

Please also send ☐ 1 year ☐ 2 year
☐ Easy Edition ☐ Standard Edition Gift Subscription to:

Name ____
Address ____
City ____ State ____ Zip ____

☐ I enclose full payment of $____ (Make check payable to Sheet Music Magazine.)

Charge to ☐ MASTER CHARGE / Account # ____
☐ VISA / Exp. Date ____

D4-WD-69

CE-67

# If Super Dennis can't wreck Super Denims®, neither will your kids.

Nobody is tougher on jeans than Super Dennis, the denim-destroying robot. What he can do in one hour would take a kid months. So we challenged him to try to ruin a pair of Super Denims—the incredibly tough jeans from JCPenney's Superwear™ headquarters.

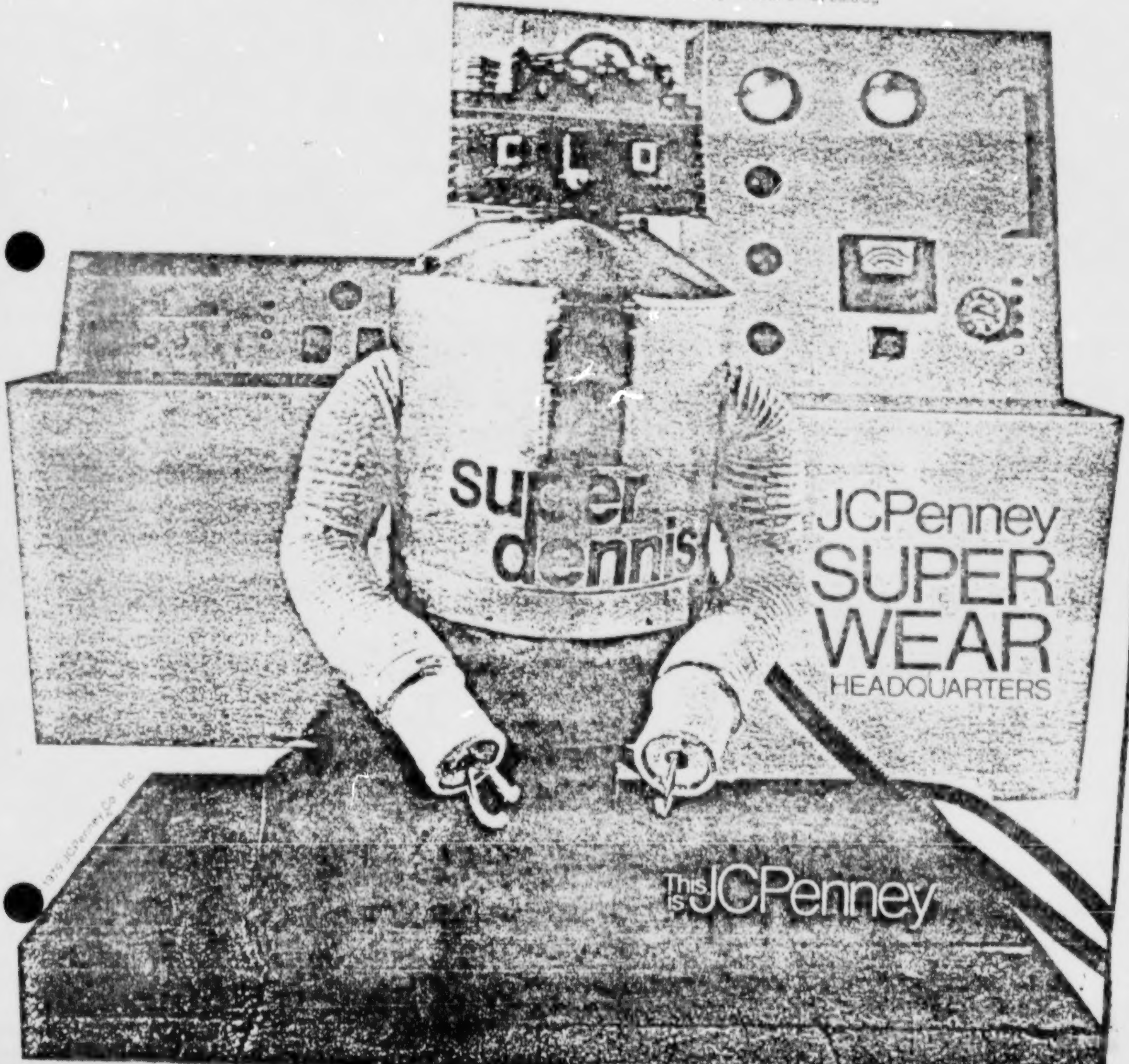
The result?

Super Dennis met his match.

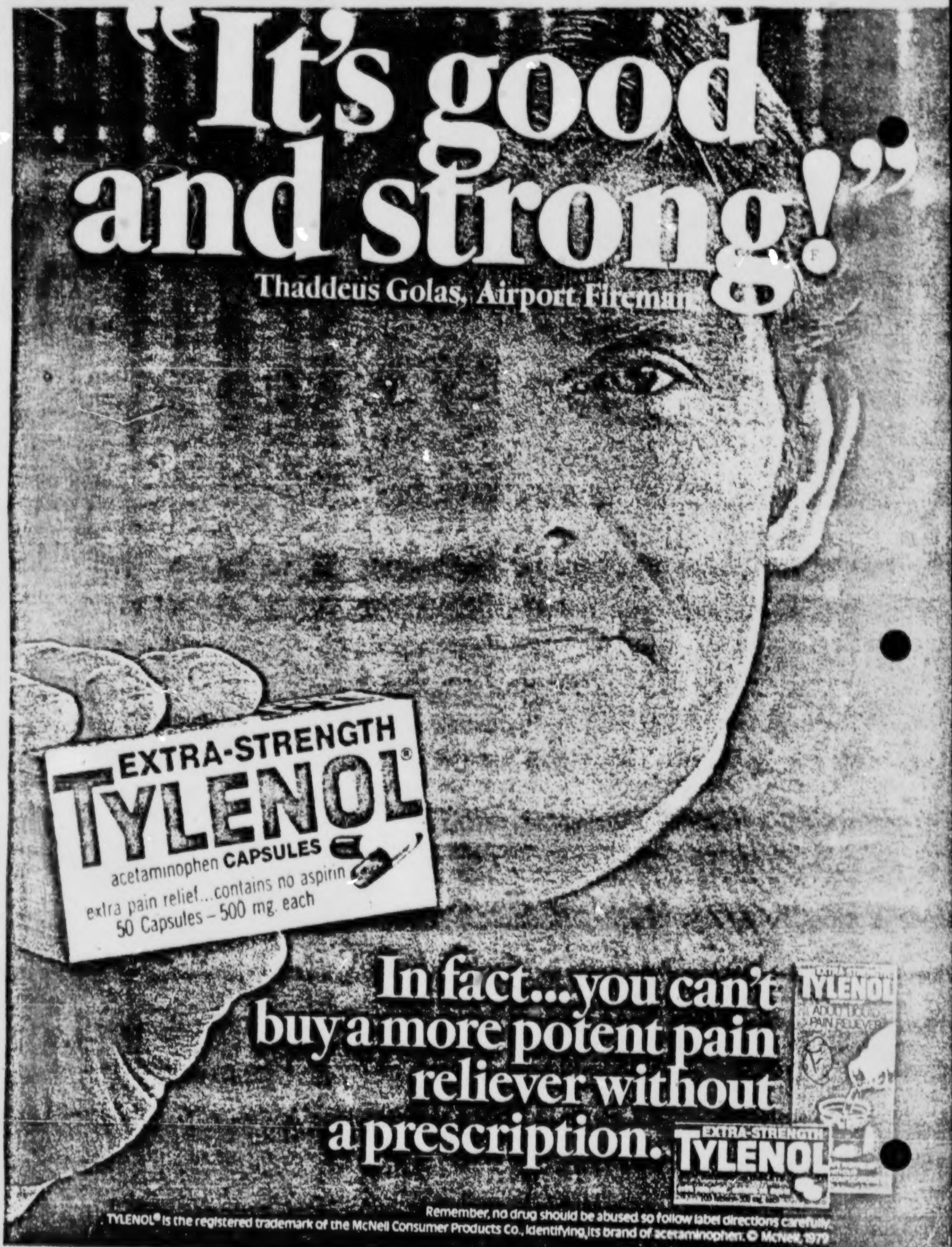
But that's no surprise. After all, Super Denims are made of a rugged, long-lasting fabric of Du Pont Dacron® polyester-cotton. With stress points, like pockets, riveted for added protection. Extra-strong thread to hold seams tight. And on boys' sizes 3-12, knees that are specially reinforced.

So go ahead and get JCPenney's Super Denim® Jeans. They'll take everything your kids can dish out, too. Boys' sizes 3-16; girls' sizes 4-14, from $6.50.* Coordinated Superwear tops from $4.50.*

* * Prices higher in Alaska, Hawaii and Puerto Rico. Also available through the JCPenney catalog.



1979 JCPenney Co., Inc.



# "It's good and strong!"

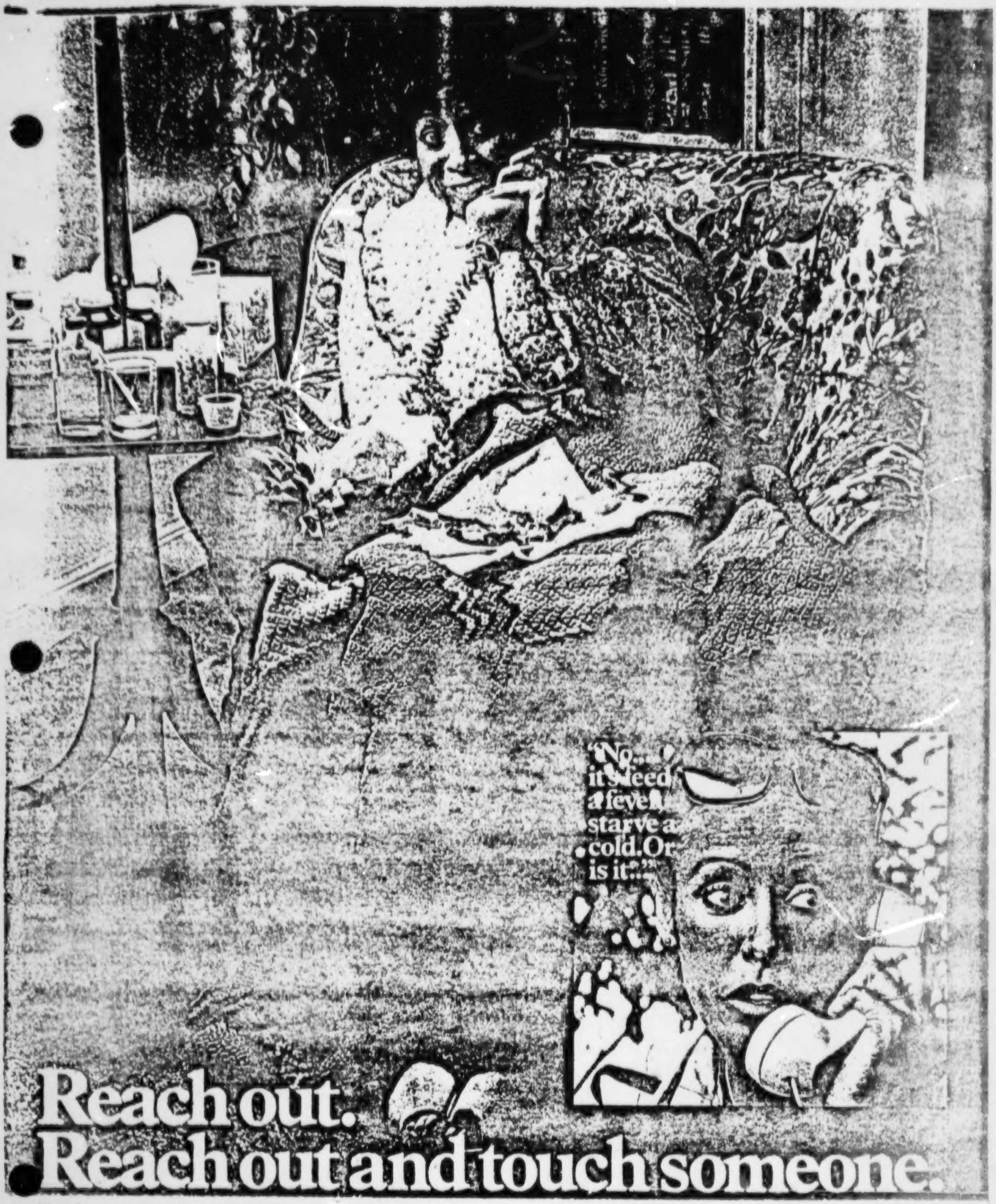
Thaddeus Golas, Airport Fireman

EXTRA-STRENGTH
TYLENOL®
acetaminophen CAPSULES
extra pain relief...contains no aspirin
50 Capsules – 500 mg. each

## In fact...you can't buy a more potent pain reliever without a prescription.

EXTRA-STRENGTH TYLENOL

Remember, no drug should be abused so follow label directions carefully.
TYLENOL® is the registered trademark of the McNeil Consumer Products Co., identifying its brand of acetaminophen. © McNeil, 1979


"No... it's feed a fever, starve a cold. Or is it?..."
Reach out.
Reach out and touch someone.

Too far away to bring the chicken soup? Well, how about some advice and good cheer by telephone? Wherever you are, you're never too far away to let the patient know you care. Your phone call could be the best medicine there is. Reach out and touch someone. Someone who's waiting to share your day.

Bell System

CE-70

# "To kill germs and odors, I use Lysol® Spray everyday...

*What good does it do to take out the garbage, if you're leaving the odors behind? That's why after I take out the garbage, I take out the Lysol Disinfectant Spray. It kills household germs that cause odors on the garbage pail. And when you destroy the germs that cause the odors, you won't have them in the air.*"

**Lysol eliminates cooking odors.** Cleans odors right out of the air. Has a fresh, clean scent that never lingers.

**Prevents mold and mildew,** when sprayed every day on shower curtains and tiles.

**Kills athletes foot fungus** on the shower floor.

**Kills germs in the diaper pail.** Including germs that cause odors.

FRESH SCENT
DISINFECTANT
SPRAY
Lysol
ELIMINATES
ODORS
Kills
Household Germs
240

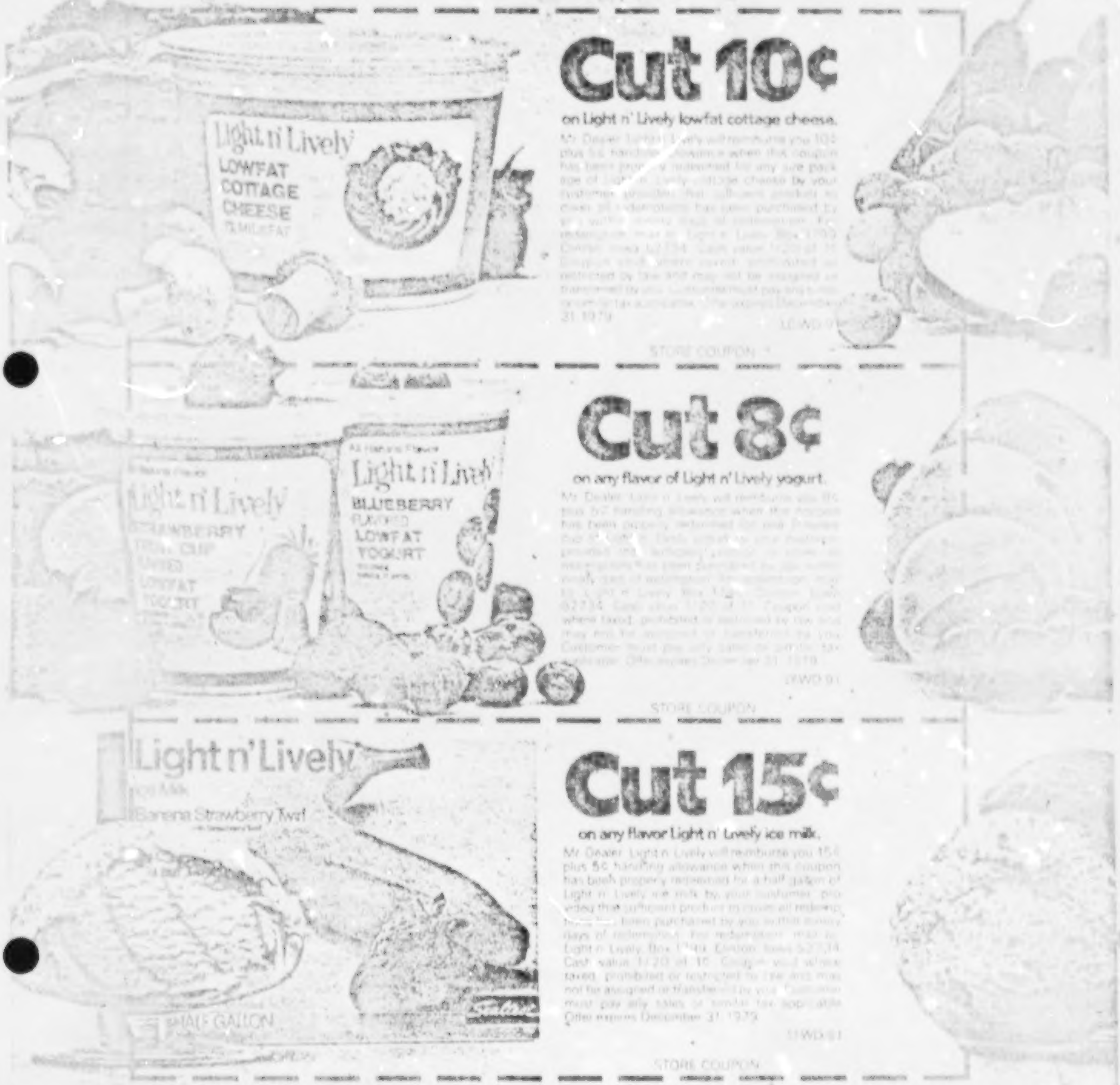
# Have you used your Lysol Spray today?

# Cut a luscious figure with the luscious lowfats from Light n' Lively.

Perk up a meal with one of three creamy-tasting Light n' Lively lowfat cottage cheese flavors. They're 99% fat free (only 1% milkfat), with no more calories per serving than skim milk.

Break time? Break out creamy-smooth Light n' Lively lowfat yogurt. "The taste you gotta try" in 11 real fruit flavors.

Ah, now for dessert. Take a dip into Light n' Lively ice milk. Eight "ice creamy" ice milk flavors with less than 1/2 the fat of ice cream.



## Cut 10¢

**on Light n' Lively lowfat cottage cheese.**

Mr Dealer: Light n' Lively will reimburse you 10¢ plus 5¢ handling allowance when this coupon has been properly redeemed for any size package of Light n' Lively cottage cheese by your customer, provided that sufficient product to cover all redemptions has been purchased by you within ninety days of redemption. For redemption mail to: Light n' Lively, Box 1799, Clinton, Iowa 52734. Cash value 1/20 of 1¢. Coupon void where taxed, prohibited or restricted by law and may not be assigned or transferred by you. Customer must pay any sales or similar tax applicable. Offer expires December 31, 1979.

LCWD 91

STORE COUPON

## Cut 8¢

**on any flavor of Light n' Lively yogurt.**

Mr Dealer: Light n' Lively will reimburse you 8¢ plus 5¢ handling allowance when this coupon has been properly redeemed for one 8-ounce cup of Light n' Lively yogurt by your customer, provided that sufficient product to cover all redemptions has been purchased by you within ninety days of redemption. For redemption mail to Light n' Lively, Box 1799, Clinton, Iowa 52734. Cash value 1/20 of 1¢. Coupon void where taxed, prohibited or restricted by law and may not be assigned or transferred by you. Customer must pay any sales or similar tax applicable. Offer expires December 31, 1979.

LYWD 91

STORE COUPON

## Cut 15¢

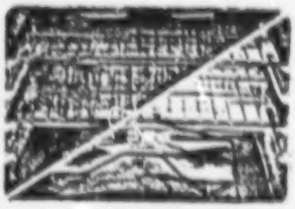
**on any flavor Light n' Lively ice milk.**

Mr Dealer: Light n' Lively will reimburse you 15¢ plus 5¢ handling allowance when this coupon has been properly redeemed for a half gallon of Light n' Lively ice milk by your customer, provided that sufficient product to cover all redemptions have been purchased by you within ninety days of redemption. For redemption mail to: Light n' Lively, Box 1799, Clinton, Iowa 52734. Cash value 1/20 of 1¢. Coupon void where taxed, prohibited or restricted by law and may not be assigned or transferred by you. Customer must pay any sales or similar tax applicable. Offer expires December 31, 1979.

LIWD 91

STORE COUPON

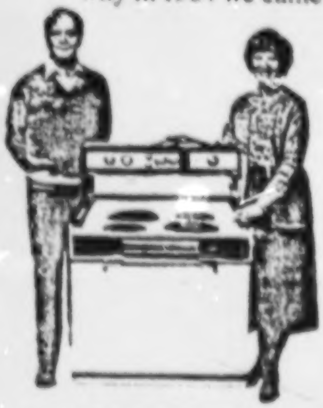
# TO CLEAN UP
# THE WORST JOB IN THE KITCHEN.



The oven cleans itself.

You know that cleaning the inside of the oven is the worst job in the kitchen.

At General Electric, we've known this for a long time, too. That's why in 1964 we came up with a unique solution to the problem.



In 1964, we invented the self-cleaning oven. Many are still in use.

We invented the very first self-cleaning oven. Since then, GE has produced and sold over four million of them. Which means that millions of people are now free from getting down on their hands and knees to do the dirtiest job of them all.

**How a GE self-cleaning oven does the dirty work for you.**

It takes just a few seconds to set the controls on a GE self-cleaning oven, and the oven goes to work.

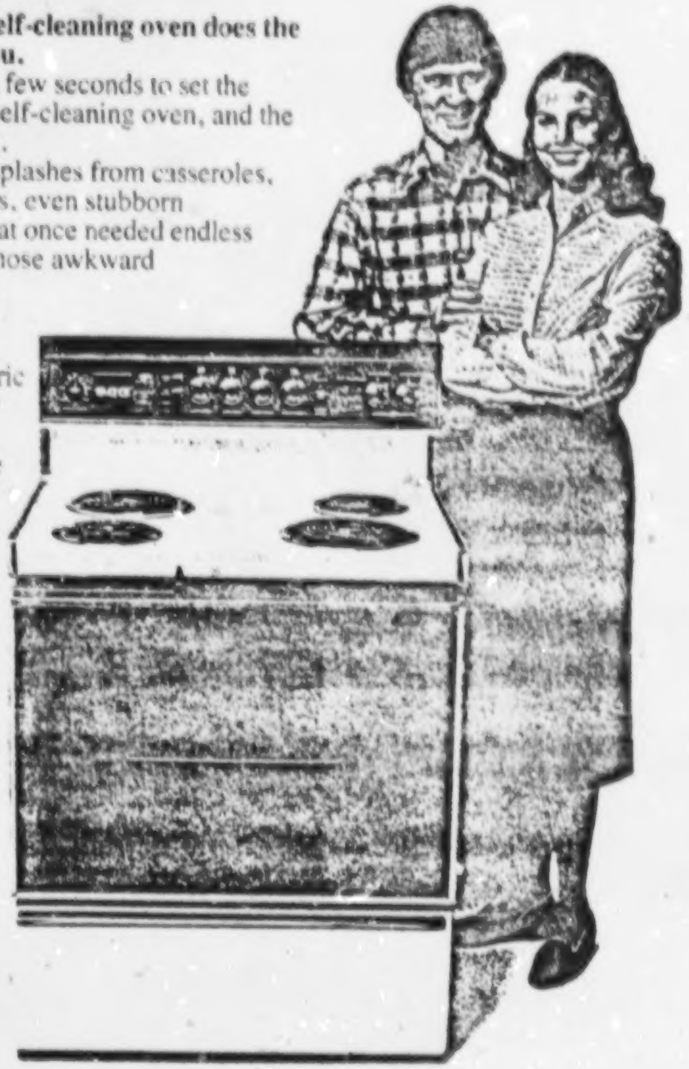
It cleans off splashes from casseroles, spills from soufflés, even stubborn baked-on stains that once needed endless scrubbing. Even those awkward corners and nooks and crannies are left spotless.

And you should know that the General Electric self-cleaning system gets your oven much cleaner than any continuous cleaning system. The GE self-cleaning process costs only pennies each time you use it, too.*

**A choice of styles to suit your style.**

General Electric offers you a complete line of self-cleaning ovens to choose from. So whatever style of oven you want – built-in, slide-in, freestanding, single or double oven – there's a GE self-cleaning oven that's right for you.

The GE self-cleaning ovens: The best way to clean up the worst job in the kitchen.



This is the JB500, our most popular self-cleaning oven. Its modern detailing includes a precision digital clock and timer, attractive wood-grain vinyl trim and a glass control panel, together with three special features to help you save energy.

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*Based on a national average cost of 3.8¢/KWH for electricity

**YOU CAN COUNT ON GE FOR GREAT IDEAS IN COOKING.**

**GENERAL ELECTRIC**

CE-7409

# Get More satisfaction.

More
120's CIGARETTES
More
MENTHOL
120's CIGARETTES

More offers you an extra measure of satisfaction.

Because More's got the great taste you want in a cigarette. Taste that satisfies. Taste that makes More a truly enjoyable smoking experience.

And you get extra satisfaction from More's 120 mm length which lets you enjoy all that great taste even longer.

More also has the style that could only come from a long, slim, brown cigarette.

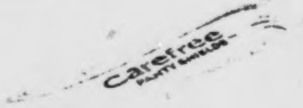
Once you get More satisfaction, you'll never accept anything less.

**More. For that extra measure of satisfaction.**

Warning: The Surgeon General Has Determined That Cigarette Smoking Is Dangerous to Your Health.

23 mg "tar", 1.7 mg nicotine av. per cigarette, FTC Report MAY '78

# NOW, LIGHT PROTECTION SO COMFORTABLE YOU'LL WEAR IT ANYTIME!



## Carefree Panty Shields™

### For your period and in between, too.

Carefree Panty Shields can take you through a whole month of little problems—safely and comfortably. They protect you and your prettiest clothes. With Carefree Panty Shields, you always feel fresh-dressed!

**● DISCHARGE OR STAINING.**

Most women have discharge at one time or another. Often it's caused by hormonal changes—by pregnancy, menopause, or because you're on the pill. And some women have staining at ovulation, or a couple of days before their period.

All these little problems can be uncomfortable. And they can stain your clothes. There's nothing better than Carefree Panty Shields to help you feel fresh and secure—any day!

**● JUST-IN-CASE DAYS.**

Will your period begin today or won't it? So many little things can throw you off your schedule. Carefree Panty Shields are such a comfortable way to make a just-in-case day a worry-free day!

**● WHEN A TAMPON NEEDS HELP.**

Sometimes you'll find a tampon isn't enough. Especially on heavy days. And when you just can't change your tampon, you'll feel safe and worry-free with Carefree Panty Shields. It's a good idea to carry one with you always—for security.

**● SO THIN AND SMALL, YOU HARDLY FEEL IT!**

Just about ¼ inch of thinness! And Carefree Panty Shields are just the right width for comfort.

**● SOFT AND FLEXIBLE, TOO!**

Carefree Panty Shields conform to your body and are designed to stay in place. Almost as comfortable as your panties alone.

**WHY RISK STAINS ON CLOTHES YOU LOVE?**

Even light discharge can cause stains that are difficult to get out of pretty underwear. Carefree Panty Shields keep you and your clothes fresh and clean. So you're always the fresh-dressed woman!

Carefree
PANTY SHIELDS
30

*...For the fresh-dressed woman!*

[illegible]

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CAREERS

| Obj. # | Level | Days of Instruction | % of Instructional Days | # of ?'s per obj. |
|---|---|---|---|---|
| 2.1 | K | | | |
| 4.1 | C | | | |
| 4.2 | C | | | |
| 5.1 | App | | | |
| 6.1 | C | | | |
| 6.2 | C | | | |
| 6.3 | C | | | |
| 6.4 | C | | | |
| 6.5 | K | | | |
| 8.1 | App | | | |
| 9.1 | App | | | |
| 10.1 | K | | | |
| 10.2 | C | | | |
| 10.3 | App | | | |
| 10.4 | App | | | |
| 11.1 | App | | | |
| 11.3 | K | | | |
| 11.4 | C | | | |
| | | Total ______ | Total 100% | Total # of ?'s ______ |

Number 2.1

Objective: Given a case study or story describing an individual or family, the learner will identify the multiple career roles assumed by the person or persons.

Domain: Cognitive Level: Knowledge

For the past five years Gerald Smith has been busy as manager of a fast foods restaurant. As manager, Gerald is responsible for several duties. He takes care of all the money at the end of the day, makes out the schedule for his employees, and handles all emergency situations.

During the week, Gerald instructs a first aid class at the county health center. The rest of his time is devoted to his wife and children.

_____1. What is the number of career roles that Mr. Smith has assumed?
(A)
A. 2
B. 4
C. 5
D. 6

_____2. What is the title of one of the career roles held by Mr. Smith?
(B)
A. Husband
B. Instructor
C. Restaurant owner
D. Father

Sara just graduated from college and is seeking a teaching position in English and Literature. While waiting for the start of the new school year, she plans to work part-time as a waitress at a fast food restaurant. In addition, she is a 4-H leader for the children. She also teaches swimming lessons at the city pool in the summer.

_____3. What career role has Sara assumed to increase her summer earnings?
(B)
A. Teacher
B. Swimming instructor
C. 4-H leader

_____4. One of Sara's multiple career roles is: (B)
A. College graduate.
B. Teacher.
C. English major.
D. Fast foods manager.

T F 5. Sara has assumed five multiple career roles. (F)

Gary is a student is the tenth grade at Baldwin High School. During the school year, he plays football on the varsity team. Once the football season is over, he plans to take the part-time job that he had this past summer. Gary spends most of his free time building small toys out of wood. Someday he plans to become an independent contractor of house construction.

_____ 6. What is the multiple career role Gary plans to assume in the future? (B)
A. Student
B. House contractor
C. Football player
D. Toy maker

Karen is a secretary for Heinz Hall in Pittsburgh. She works Monday through Friday and has weekends for personal time. During her free time, she likes to sew and make her own clothes. In the winter, Karen participates in the popular sport of skiing. In fact, she has become a ski instructor. She also enjoys running, swimming and bicycling.

_____ 7. Which career role does Karen have? (D)
A. Swimmer
B. Skiier
C. Seamstress
D. Instructor

_____ 8. How many career roles does Karen have? (B)
A. 1
B. 2
C. 3
D. 6

T F 9. Karen's multiple career roles are secretarial work and seamstress. (F)

Johny has been involved with the Boy Scouts ever since he was old enough to participate. Since his marriage to Kathy, he has been a Boy Scout leader. Besides community involvement, Johny is a photographer. He photographs weddings, high school seniors and individuals by appointment During the evenings Johny relaxes by reading a book. He also enjoys running five miles daily.

T F 10. Johny's enjoyment of reading is one of his multiple career roles. (F)

T F 11. Photographer is one of Johny's career roles. (T)

Number 4.1

Objective: Given an occupation, the learner will predict the effects on lifestyle.

Domain: Cognitive    Level: Comprehension

Multiple Choice

_____1. Virginia has just begun a new job as a consumer specialist for the Phone Company. She previously had worked as an operator. What changes in her lifestyle may come about as a result of this advancement? (D)
A. Meet new people
B. Do some on-the-job traveling
C. Receive more money
D. All of the above

_____2. Mark plays a drum in a local band. Recently the group has been very busy working at many clubs and other engagements. How does this career affect Mark's lifestyle? (B)
A. Provides time to do things he enjoys
B. Varied hours and salary
C. Limited travel
D. Always home at a regular time

_____3. If you choose a career as a coal miner, which of the following statements best describes the lifestyle you can have? (B)
A. Easy work in a healthy environment
B. Good salary but some hazardous conditions
C. Good salary and excellent working conditions
D. Poor salary and safe working conditions

_____4. If you choose a career as a teacher, which statement best describes the lifestyle you can expect? (C)
A. Excellent salary but little time off from your job
B. Work a maximum of 40 hours per week
C. Planning and grading papers on own time
D. All of the above

_____5. If you choose a career as a police officer, which statement best describes the lifestyle you can expect? (C)
A. Perform routine work
B. Little opportunity for advancement
C. Some hazardous work, good benefits
D. Excellent salary and good schedule

_____6. Cathy wants to be a doctor. Which statement best describes the lifestyle she can expect? (D)
A. Must work some evenings, fair salary
B. Average salary, but lots of satisfaction
C. Carefree life, no demands, good salary
D. Good paying job, but can be stressful at times.

_____7. Jim has chosen a career as a social worker. Which of the following does NOT describe the lifestyle he can expect? (B)
A. Demanding work but very satisfying
B. Excellent benefits but may be hazardous
C. Average salary and flexible schedule
D. Meets and works with many people

_____8. Choosing a career as an independent retail store owner would affect your lifestyle in which way? (C)
A. Lots of spare time and good salary
B. Good schedule but poor working conditions
C. Demanding work and long hours
D. Excellent salary and short hours

_____9. If you choose a career as a clothing model for a large department store, which statement best describes the lifestyle you can expect? (A)
A. Physically demanding work but good salary
B. Weekends and evenings free
C. Poor working conditions but excellent salary
D. Regular working hours and low salary

Put an X before each factor that describes the lifestyle of a miner.

_____ 10. poor pay

_____ 11. dangerous work (X)

_____ 12. hard work (X)

_____ 13. health hazards (X)

# CAREERS

Number 4.2

Objective: Given a description of a lifestyle, the learner will predict the effects on the occupation

Domain: Cognitive Level: Comprehension

Multiple Choice

_____1. Barbara enjoyed working as a school newspaper reporter for two years and also edited the school yearbook. Barbara might enjoy a career as a/an: (C)
A. Teacher
B. Author.
C. Journalist
D. Photographer.

_____2. Sue is a skiier, hiker and outdoor lover. Based on this description, which of the following occupations would best suit Sue? (D)
A. Photographer
B. Truck driver
C. Resort hotel manager
D. State park naturalist

_____3. Bob is a very quiet, hard working person. His favorite subjects in school were mathmatics and science. Bob would most enjoy a career as a: (A)
A. Lab technician.
B. Car salesman.
C. Hotel manager.
D. Carpenter.

_____4. Judy loves to go to parties. In fact, she barely makes it home in time to change clothes and go to work the next day. Her job performance is sloppy and her attitude poor. Judy is limiting: (C)
A. Her chance of advancement.
B. Her potential income
C. A and B
D. Neither A or B

_____5. Extensive personal and financial preparation will be necessary for which of the following careers? (E)
A. Chemist
B. Medical doctor
C. Veterinarian
D. A and B
E. B and C

_____6. Although she is a hard worker, Barbie is very dependent on others for direction. Barbie would probably be happier in which of the following careers? (B)
A. Merchandising
B. General-clerical
C. Teaching
D. Newspaper reporting

_____7. Judy is a constant complainer. She is very critical of company policies and never shows any company pride. Judy is least suited to which position? (D)
A. Secretary
B. Accounting
C. Data processing
D. Sales

_____8. Bob believes dressing up for appearance sake is a waste of time. Flannel shirts and jeans are his favorite outfit. In which of the following occupations might Bob come under criticism for his appearance. (C)
A. Plumbing
B. Truck driving
C. Banking
D. Assembly line manufacturing

_____9. Susan enjoys working with people. She is always courteous and can handle difficult situations. Susan would enjoy which of the following careers? (D)
A. Computer programmer
B. Clerk typist
C. Accounting
D. Nursing

_____10. George can repair anything. From irons to cars, he can identify the problem and repair it quickly. He would most enjoy a career as a: (C)
A. Car salesman
B. Steel worker
C. Car mechanic
D. Farmer

_____11. Greg is shy but a hard worker. He enjoys painting, sketching and drawing. Which career would he most enjoy? (D)
A. Jeweler
B. Interior Decorator
C. Furniture Maker
D. Commercial Artist

_____12. Athletics
of the following careers might he seriously consider? (C)
A. Steel worker
B. Coal Miner
C. Physical education teacher
D. Mechanic

_____13. Susan enjoys the outdoors, visiting unusual places and doing creative activities. She should particularly enjoy which of the following careers? (C)
A. Secretary
B. Teacher
C. Newspaper reporter
D. Airline stewardess

_____14. Joe has a habit of always being late for school and all appointments. Joe is capable of performing the following jobs. Considering his personal qualities, he would be most successful as a : (C)
A. Farmer.
B. Sales Clerk
C. Teacher
D. Bank Teller

Number 5.1

Objective: Given an unfinished story, the learner will complete the story and describe the trade-offs made in relation to values; personal, family, and career goals; and the satisfaction gained from the career.

Domain: Cognitive Level: Application ↑

Gwen and Jason recently became parents. Both were working prior to the birth of their child, but Gwen quit her job just before the infant was born. Gwen and Jason believe it would be best for the family if Gwen again looked for employment. They need the extra money.

True-False

T F 1. Gwen's family is of little value to her if she leaves her newborn child and goes to work. (F)

T F 2. Gwen places her personal career satisfaction above family needs. (F)

T F 3. Gwen will obtain little career satisfaction because she will constantly feel guilty about leaving her baby at home. (F)

Jennifer is the major bread winner in the family. Her husband, Bob, also works but receives a lower income than his wife. Jennifer and Bob believe that their three children need increased parent-child interaction. So, Bob is thinking about quitting his job to take care of the children and the house.

Below is a list containing items Bob will and will not lose if he decides to quit his job. Mark an O beside those items which Bob will lose and a + beside those items Bob will not lose.

_____4. his manlihood (+)

_____5. his job (O)

_____6. his secretary (O)

_____7. his self-worth (+)

_____8. his self-respect (+)

_____9. his home (+)

Eileen is tired of being just a homemaker. Her children are grown and she has more free time. She has a good relationship with her husband and children, but she has a low self-worth. Eileen feels a career would help increase her satisfaction.

Put a + before those statements which might occur if Mary got a job outside the home and an 0 before those factors which would not occur.

_____10. increase in leisure time (0)

_____11. increase in self-satisfaction (+)

_____12. increase pay (+)

_____13. decrease in idle time (+)

_____14. decrease in income tax (0)

_____15. increase in self-worth (+)

# CAREERS

Number 6.1

Objective: Given a list of factors, the learner will explain how each relates to selecting an occupation.

Domain: Cognitive    Level: Comprehension

Multiple Choice

_____1. John is interested in a career as an animal trainer. He hopes to finish high school and look for a job that will help prepare him for this occupation. Which factor most likely influenced John's career choice? (C)

A. Enjoys traveling
B. Wants to meet famous people
C. Likes animals
D. Hopes to make lots of money

_____2. Many people say Julie has the "gift of gab". She likes to be with people and hopes to be a social worker someday. She knows the career will require formal education and hard work. Which factor influenced Julie's career choice? (A)

A. Interest and desire
B. Union benefits
C. Location of available jobs
D. Opportunities for advancement

_____3. John's father was a pilot and was killed in a crash when John was only two. John wants to be a pilot just like his father. The factor that probably influenced John's career choice is: (C)

A. salary.
B. ability.
C. personal satisfaction.
D. prestige.

_____4. Joyce has always been an average student in school. Even though she realizes it is hard to get into medical school, she hopes to be a doctor someday. Joyce's career goal may be unrealistic because: (B)
A. she is not willing to work hard.
B. the competition is high and her grades may not be good enough.
C. her family does not know anyone in a high position.
D. she is not willing to relocate.

_____5. Barry is a very good athlete. His parents encourage him to study more and to play ball less. After graduation he hopes to go to college on an athletic scholarship and prepare for a career in coaching. Which factor has influenced his occupational choice? (D)
A. Parental pressure
B. Location of job
C. Opportunity for advancement
D. Job satisfaction

_____6. George has always been very good in school and has a great ambition to be the president of a large corporation. Which factor has not influenced his career choice? (A)
A. Competition is high and only a few succeed
B. Job satisfaction
C. Ability
D. Wants to be leader

_____7. Carol is a beautiful girl and always dresses to perfection, but she is very shy and self conscious. Her friends think she should be a model. Her parents agree and have made arrangements for her to begin modeling school upon graduation. Which factor most influenced Carol's career choice? (C)
A. Ability
B. Need for prestige
C. Parental and peer pressure
D. Job satisfaction

Sally is making career plans for her future. In selecting a career, she considered the following factors:

1. Doesn't mind hard work and long hours
2. Was offered a scholarship to an excellent modeling school in New York and parents are able to pay all other expenses
3. Enjoys working with people
4. Likes to travel
5. She is pretty, poised, and out going
6. Willing to go away to school but wants to live in a small Midwestern town afterwards

After much thought, Sally decided to pursue a modeling career.

_____8. Which factor may hinder Sally from having a successful modeling career? (D)
A. Her interest
B. Her capabilities
C. Her training plans
D. Her geographic mobility

T F 9. Sally can receive adequate training for a career in modeling. (T)

T F 10. Because most modeling opportunities are in large cities, Sally's geographic mobility may hinder her modeling career. (T)

T F 11. Sally's interest and capabilities are compatible to a career in modeling. (T)

_____12. Joe wanted to become an industrial engineer. However, when he got married, he had to quit school and go to work as a laboratory technician. This is a good job and he enjoys it. Which factor most influenced Joe's present career choice? (D)
A. Career goals
B. Fringe benefits
C. Opportunity for advancement
D. Immediate need

_____13. Margaret has always been a very good student and has received high honors in school. Her parents are supportive of her in every way. Upon graduation she has decided to enter a pre-law program in college. The factor that most influenced her choice was: (C)
A. Parental pressure.
B. Fringe benefits.
C. Ability and interest.
D. Immediate need of a job.

Number 6.2

Objective: Having identified several job options presently available, the learner will describe the outlook for those jobs 5-10 years hence.

Domain: Cognitive Level: Comprehension

Multiple Choice

_____1. Which occupation listed below has the most promising future according to the U.S. Department of Labor? (C)

A. Teacher
B. Car salesman
C. Computer operator
D. Telephone operator

_____2. If a job involves the tasks of passing out the mail and answering the phone, does it mean this job has no future? (C)

A. Yes, if the job had a future, you would be doing more important things.
B. Perhaps, but why waste your time on such a menial job.
C. No, it has a future.

_____3. Which occupation listed below has the least promising future according to the U.S. Department of Labor? (C)

A. Medical services
B. Food service
C. Automobile industry
D. Mass transportation

_____4. One of your goals is to have a wide range of job options after graduation. Which job listed below has the least potential in our future job market? (D)

A. Roofer
B. Bricklayer
C. Police officer
D. Gasoline station attendant

_____5. Which occupation will be eliminated in coming years due to technological advances? (B)

A. Computer operator
B. Bank teller
C. Printer
D. Lawyer

_____6. Which of the following occupations will be eliminated in the future due to technological advances? (A)

A. Accounting clerk.
B. Computer operator
C. Policeman
D. Medical doctor.

_____7. The U.S. Department of Labor predicts a bright future for all of the following jobs except: (A)

A. Machine operators in manufacturing
B. Miners.
C. Nurses.
D. Construction workers.

True-False

T F 8. Automation is rapidly eliminating the need for unskilled workers. (T)

T F 9. Computer programmers will be in demand in the future. (T)

T F 10. The demand for machine operators will continue to grow in the next 5-10 years. (F)

T F 11. Positions in teacher education will be available 5-10 years from now. (T)

T F 12. The clerical and sales occupations are expected to increase in the near future. (T)

## CAREERS

Number 6.3

Objective: Using appropriate references, the learner will identify emerging occupational opportunities or those projected to develop within 5-10 years hence.

Domain: Cognitive Level: Comprehension

Multiple Choice

_____1. After careful analysis of the job market, it can be concluded that: (B)
- A. People in the work world prevent new jobs from developing.
- B. Mechanization has eliminated the number of jobs available for people.
- C. Mechanization is taking over the work world.

_____2. Determine which of the following descriptions will provide occupational opportunities 5-10 years from now. (D)
- A. Semi-skilled occupations: work which requires some skill but can be learned in a short period of time.
- B. Unskilled occupations: requires little knowledge or skill and can be learned in a few days, sometimes hours.
- C. Farm occupations: requires working on a farm or a job related to farming.
- D. Clerical occupations: includes such jobs as secretary, bookkeeper, business machine operator, typist, and types of sales jobs.

_____3. Your best friend wants to quit school at the end of the eleventh grade and get a job. Which of the following reasons could be used to persuade him/her to stay in school? (D)
- A. Tomorrows jobs will require increased education and skills.
- B. Technology will eliminate many unskilled jobs.
- C. Most jobs in the future will require at least a high school diploma.
- D. All of the above

_____4. Professional occupations seem to be on their way up as far as available positions are concerned. Identify which professional occupations will be increasing in terms of opportunities within the next 5-10 years. (B)
- A. Clerical occupations
- B. Managerial occupations
- C. Service occupations
- D. Skilled occupations

_____5. In which of the following job categories could you expect to find job opportunities in 5-10 years? (D)
A. Nuclear power
B. Food service
C. Airlines
D. All of the above
E. None of the above

True-False

T F 6. A wide range of job opportunities will be available in ten years in food service. (T)

T F 7. Positions in the medical field will continue to flourish in the future. (T)

T F 8. Few job opportunities will be available in ten years in the health care field. (F)

T F 9. Positions in solar energy will continue to expand in the future. (T)

T F 10. According to the U.S. Department of Labor, professional occupations in the future will require more years of education beyond a four year degree program. (T)

Number 6.4

Objective: The learner will compare opportunities in the local job market with regional and national opportunities.

Domain: Cognitive Level: Comprehension

Identify the following job opportunities as regional or national. Then, place a + by those opportunities which can also be found locally and a 0 by those which are not found locally.

A. Regional
B. National

(A/B) (+/0)

1. _____ 8._____ coal miner (A)
2. _____ 9._____ security guard (B)
3. _____ 10._____ waiter/waitress (B)
4. _____ 11._____ petroleum engineer (A)
5. _____ 12._____ wheat farmer (A)
6. _____ 13._____ ski instructor (A)
7. _____ 14._____ accountant (B)
8. _____ 15._____ bank president (B)
9. _____ 16._____ sanitation engineer (B)
10. _____ 17._____ manager of a surf shop (A)
11. _____ 18._____ pharmacist (B)
12. _____ 19._____ teacher (B)
13. _____ 20._____ commercial fisherman (A)

**NOTE TO TEACHER: Answers for questions 8-20 will depend upon the area in which you live. You must determine if each job can be found locally.

## CAREERS

Number 6.5

Objective: Having selected three occupations, the learner will identify the education and/or training necessary for entry into the occupation.

Domain: Cognitive Level: Knowledge

Multiple Choice

____1. What training is necessary for entry into real estate sales? (B)
A. No high school diploma
B. High school diploma
C. Technical school diploma
D. College degree

____2. A college degree is required when applying for all of the following except a: (D)
A. School counselor
B. Architect
C. Merchant marine officer
D. Policeman

____3. What training is highly recommended for entry into the food service occupation of chef? (C)
A. No high school diploma
B. High school diploma
C. Vo-tech school diploma
D. College degree

_____ 4. The educational requirement for entry into the career of licensed practical nurse is: (C)

A. no high school diploma.
B. high school diploma.
C. junior college degree or technical school.
D. college degree.

_____ 5. What training is recommended for entry into the occupation of automobile mechanic? (C)

A. No high school diploma
B. High school diploma
C. Technical school
D. College degree

_____ 6. Vocational training can prepare you for the career of: (D)

A. forester.
B. astronomer.
C. chemist.
D. electrician.

_____ 7. What occupation requires a college diploma? (D)

A. Electrician
B. Plumbing analyst
C. Bank teller
D. Computer systems analyst

_____ 8. Which occupation requires a college degree? (D)

A. Telephone repairman
B. Car mechanic
C. Bank teller
D. Accountant

_____ 9. The educational requirement for entry into an engineering career is a: (B)

A. high school diploma.
B. technical school diploma.
C. junior college diploma.
D. college degree.

_____ 10. Which occupation requires a college degree? (D)

A. Nurses aide
B. Operating room technician
C. Unit clerk
D. Physical therapist

_____ 11. What occupation requires a college diploma? (B)
A. Air traffic controller
B. Dietitian
C. Coal miner
D. Insurance agent

_____ 12. What occupation requires a college diploma? (C)
A. Printing press operator
B. Insurance claim adjustor
C. Airline dispatcher
D. Coal miner

_____ 13. All of the following clothing careers require at least a college diploma except a: (C)
A. high school clothing instructor.
B. textile chemist.
C. dressmaker.

# CAREERS

Number 8.1

Objective: Given qualifications of job applicants, the learner will analyze the desirability of employing each applicant.

Domain: Cognitive

Level: Application ↑

Multiple Choice

_____1. You are the personnel director for Hometown National Bank and are interviewing people for the position of teller. Select the qualification that is least necessary in an applicant. (A)

A. Attractiveness
B. Honesty
C. Education
D. Politeness

_____2. You are interviewing applicants for the position of garment presser in a dry cleaners Which qualification is least necessary for an applicant to possess? (B)

A. Neatness
B. Wealth
C. Hard worker
D. Punctuality

_____3. You are looking for people to work in sales at a new clothing store. Select the qualification that is most desirable for a person in this position to have. (A)

A. Likes people
B. Quiet and conservative
C. Creative
D. Physically fit

_____4. As security officer, which qualification is the least necessary for a prospective employee to possess? (D)

A. Past experience
B. Physically fit
C. College diploma
D. Hard worker

_____5. You are interviewing applicants for the position of child care aide at a nursery school. Select the qualification least desirable for an applicant in this job. (C)
A. Lacks college education
B. No desire for advancement
C. Critical of others
D. Little money

_____6. Mary is eighteen years old and out of school. She would rather find a job than continue her education. She has no vocational training. As an employer, you would hire her as: (A)
A. A nursery school aide
B. A clerical assistant
C. An English teacher
D. A laboratory technician

_____7. Jim is finishing high school and has experience in vocational food service. As an employer, you would hire him for a: (D)
A. Dishwasher.
B. Grocery store clerk.
C. Manager of a large restaurant chain
D. Cook in a fast food restaurant.

_____8. Mary is a very friendly person and well liked by her peers. An employer might hire her on the basis of her: (C)
A. Intelligence.
B. Creative ability.
C. Personality.
D. Desire to succeed.

_____9. You have just interviewed applicants for an important position as a sales representative in a large city. The person you select will have all of the following qualifications EXCEPT: (B)
A. Positive attitude.
B. Looking for short term employment.
C. Neat appearance.
D. Well prepared.

_____10. During high school Roger always got top grades and honors. Upon graduation, he applied to your firm for the position of Junior Executive in charge of public relations. You did not hire him because he: (C)
A. Lacked a desire to advance.
B. Lacked intelligence.
C. Lacked advanced education.
D. Lacked political involvement.

_____11. Mary is physically fit, out going and a hard worker. She disliked science and math in school and has no vocational/technical training. Which career is she best qualified for? (A)

A. Flight attendant
B. Secretary
C. Lab technician
D. Bank teller

4-8

## CAREERS

Number 9.1

Objective: Having assessed his/her employability, the learner will develop a plan for increasing his/her employability.

Domain: Cognitive        Level: Application

Mary had applied for a job and was turned down for the position. When questioning the interviewer as to why she did not receive the job, Mary was told that several of her skills were not up to standard.

With the list provided below, place a + by those items which would help Mary increase her employability. Place an 0 beside the items which would not benefit Mary.

_____1. constantly calling prospective employers (0)

_____2. increasing interview skills (+)

_____3. writing an appropriate resume (+)

_____4. properly filling out a job application (+)

_____5. gaining skills and knowledge in a job area (+)

_____6. Take courses related to the job (+)

_____7. Assess strenghts and weak points and work to improve the latter (+)

_____8. Gain work experience (+)

_____9. Ask a counselor for helpful hints and follow them (+)

_____10. Place a greater emphasize on club work instead of school work (-)

_____11. Wait for a career opportunity to come to you (-)

_____12. Determine your interests and capabilities and pursue a career related to them (+)

CAREERS

Number 10.1

Objective: The learner will identify sources of information about job availability.

Domain: Cognitive Level: Knowledge

Multiple Choice

_____1. All of the following agencies provide information about job availability except: (A)
- A. Internal Revenue Service.
- B. Union offices.
- C. Former employers.
- D. State employment service.

_____2. Job application blanks are available from: (C)
- A. The post office.
- B. Teachers or guidance counselors.
- C. Prospective employers.
- D. All of the above.

_____3. A good way to find a job is to : (D)
- A. Let your friends and family know you are looking for a job.
- B. Talk to a vocational instructor or guidance counselor.
- C. Keep checking the want ads in newspapers.
- D. Follow all of these steps.

_____4. Which source can help you find available jobs? (D)
- A. Newspapers and television
- B. Teachers and school counselors
- C. Private employment agency
- D. All of the above

_____5. A state employment service is one place to visit when seeking a job because: (A)

A. It is a government agency offering free placement service.
B. It is a good place to apply for a government job.
C. It is a private business which charges the employer a fee for finding you a job.
D. None of these.

_____6. The best way to get a job is to: (B)

A. Wait for someone to get one for you.
B. Think about the kind of job you would like; make a list of possible jobs; and apply for one of them.
C. Look around your neighborhood for help wanted signs.
D. Join a group to learn of job openings.

Mix and Match

_____7. Lists nationwide job openings (E)

_____8. Personal contacts for job possibilities (A)

_____9. Daily listing of job openings and salaries. (C)

A. family and friends
B. federal civil service office
C. newspaper ads
D. private employment agency
E. state employment agency
F. state civil service office

True-False

T F 10. The phone book lists possible job opportunities. (T)

T F 11. It is wrong to obtain a job through a family member or friend. (F)

T F 12. The high school counseling office often lists job possibilities for students or new graduates. (T)

T F 13. A state employment office can tell you about nationwide job openings. (T)

## CAREERS

Number 10.2

Objective: The learner will interpret job qualifications.

Domain: Cognitive Level: Comprehension

### NOW HIRING

People to assist in caring for children at Sunny Side Day Care Center. Responsible for children's safety, feeding and recreation. Flexible hours. Previous training required. Send resume to T.W. Holbrook; Lincoln, Minnesota, 58000.

_____1. Which of the following best describes the job that could be applied for? (C)
   A. Child Day Care Supervisor
   B. Recreational Aide
   C. Child Care Aide
   D. Nursery School Aide

### WAITERS AND WAITRESSES-NOW HIRING

Full fime employment. 6:30 AM to 3:00 PM five days per week. Must be available to work weekends and have transportation. Apply in person only, 9:00 AM to 4:00 PM at Lakeside Inn and Country Club.

_____2. The above job requires: (B)
   A. A high school diploma
   B. Helping and working with people
   C. Prior experience
   D. Working with ideas

T F 3. According to the ad, applicants for the job must have work experience. (F)

T F 4. "College Degree" in want ads refers to an Associate in Arts degree. (F)

T F 5. Overtime or shift work requires working some hours other than daytime shifts. (T)

## COOK NEEDED

Modern skilled nursing facility seeking full time cook. Must be responsible and reliable, have leadership abilities and be experienced in quantity cooking. Every other weekend off. Challenging opportunity. Fringe benefits. Apply in person to Morgan Manor Convalescent Center, Morgantown, WV 26505

_____6. Which of the following best describes the type of applicant Morgan Manor is seeking? (C)
- A. A food service manager
- B. A very responsible individual
- C. A full time cook, experienced
- D. A qualified leader

_____7. The ability to interact with fellow employees in performing work explains the phrase: (A)
- A. "Works as part of a team".
- B. "Works with people".
- C. "Directs activities of others".
- D. "Motivates others".

_____8. The letters "MS" in a job ad refers to which of the following? (D)
- A. Most serious individual needed
- B. Must stay with the job one year
- C. Graduate work necessary
- D. Masters degree required

T F 9. The phrase "college degree" in a want ad means that at least a bachelors degree is needed. (T)

T F 10. "Work is closely supervised" refers to job performance and work standards controlled by the head of department. (T)

T F 11. "Jobs widely scattered" are jobs that are concentrated in one or a few geographical locations. (F)

Number 10.3

Objective: The learner will complete an application form for a job.

Domain: Cognitive Level: Application ↑

Multiple Choice

_____1. When completing an application form, which of the following would be the best way to respond to a question that does not apply to you? (D)
A. Skip it
B. Fill it in as the person beside you did
C. Make up a good answer
D. Draw a line through the blank

_____2. Which of the following indicates the correct method of listing previous job experiences on an application form? (B)
A. Most important job to least important
B. Most recent job to least recent
C. Job held for the longest period of time to the one held for the shortest period of time
D. Job liked most to the one liked least

_____3. When completing a job application form, which of the following are appropriate references to list? (E)
A. Pastor of your church
B. Former employer
C. Teacher who knows you well
D. Friends who are established in business
E. All of the above

_____4. Which of the following is the correct way to sign your name on a job application form? (D)
A. Mr. Richards
B. "Lefty" Richards
C. Gary
D. Gary P. Richards

_____5. A completed application form can be used to explain: (E)
A. Educational accomplishments
B. Previous work experience
C. Type of work that can be done
D. A and B
E. A, B and C

_____6. When completing an application form for a job, you should always: (D)
   A. Read it thoroughly before answering.
   B. Fill out the application completely and neatly.
   C. Answer truthfully.
   D. All of the steps above.

_____7. Before listing people as references: (B)
   A. Obtain their permission if it is convenient.
   B. Obtain their permission even if you have to go out of your way to do so.
   C. Assume that they would be willing to be listed as references.
   D. Obtain their permission and inform them each time you list their names as references.

_____8. A job application letter best explains: (C)
   A. why you need a good starting salary.
   B. Your hobbies, grades and other interests.
   C. What you can do and why you want the job.
   D. Your references, including names, addresses and telephone numbers.

_____9. Which of the following is the best procedure for completing a job application form? (D)
   A. Complete it after you interview
   B. Complete it after you are hired
   C. Complete it only if the interviewer asks for it
   D. Complete it before being interviewed

_____10. All of the following illustrate appropriate references except: (B)
   A. Vocational teachers.
   B. Friends your own age.
   C. Guidance counselors.
   D. Local businessmen.

_____11. Which of the following indicates the best reason for applying for a job? (A)
   A. You have the ability to handle the job and it looks challenging.
   B. You will seem more important if you get it.
   C. Your friends work there and it is close to home.
   D. You have heard that it is a snap.

True-False

T F 12. You should be prepared to list all schools attended and the dates of attendance when completing a job application form. (T)

T F 13. Job application forms should be completed in ink or typed. (T)

## CAREERS

Number 10.4

Objective: The learner will demonstrate ability to interview for a job.

Domain: Cognitive Level: Application↑

Multiple Choice

_____1. If you have been in a job interview longer than a half hour, it is best to: (C)
  A. Get up and leave.
  B. Remind the interviewer about the time.
  C. Be alert for signs that the interviewer may want to end the discussion.
  D. Keep talking, because they are interested in you.

_____2. When the interviewer calls you into his office, you should: (B)
  A. Sit down immediately.
  B. Stand until you are told to sit down.
  C. Take the chair closest to the door.
  D. Stand throughout the interview.

_____3. During a job interview you most want to: (A)
  A. Act interested, listen to the interviewer, and answer and ask questions politely and clearly.
  B. Ask as many questions as the interviewer asks you.
  C. Be certain not to ask any questions.
  D. Answer each question with a yes or no.

_____4. During a job interview, you should: (B)
  A. Tell as much as you can about yourself and your family.
  B. Give all your qualifications for the job.
  C. Claim skills that you do not have.
  D. Evade answering questions that might embarrass you.

_____5. When asked the salary you expect, the best response is: (D)
  A. "How much will you pay?"
  B. "What am I worth?"
  C. "What is the going rate?"
  D. To name an amount.

_____6. During a job interview you will be asked to state your skills and experience. You should: (A)
- A. Prepare a list of your skills and jobs held, including dates of employment and duties performed.
- B. Try to recall from memory all your abilities and experiences.
- C. Play it cool and let the interviewer pry the information out.
- D. Not answer because your talents aren't anybody else's business.

_____7. A question you should be prepared to answer during a job interview is: (D)
- A. "Why do you want to work for us?"
- B. "What can you do?"
- C. "What is your career goal?"
- D. All of the above.

_____8. It is important for you to learn the name of the job interviewer because: (D)
- A. You may want to call him/her later.
- B. You will know whom to see.
- C. Everyone likes to hear his/her own name.
- D. All of the above.

_____9. What are your major responsibilities during a job interview? (D)
- A. To determine whether or not a job that meets your abilities is open.
- B. To find out all you can about a particular job.
- C. To let the interviewer know that you can handle a certain job.
- D. All of the above.

_____10. Items to take with you on a job interview include: (D)
- A. Your social security card, proof of age and draft card.
- B. Pen, driver's license and notebook.
- C. School identification card, social security card and driver's license.
- D. Proof of age, social security card and addresses of references.

_____11. Before applying for a job, prepare a list of your strenghts and your skills. The reason for doing this is to: (C)
- A. Impress the employer.
- B. Persuade the employer to give you a higher salary.
- C. Help the person interviewing you find the job best suited to your skills.

_____12. If you are asked during an interview if you have a police record and you have one, the best thing to do is: (A)
- A. Tell the interviewer about it.
- B. Leave the interview.
- C. Say no and forget about it.
- D. Refuse to answer.

_____13. Why might a job interviewer ask you about your interests? (C)
A. To get to know you better
B. To find out how smart you are
C. To find the job that best matches your interests
D. To see whether or not you like the same things that other employees like

_____14. Going through a job interview should be thought of as: (C)
A. A frightening experience.
B. Something to forget about as soon as possible.
C. An opportunity to grow by learning to do better next time.
D. The only chance you'll ever have.

_____15. Should you shake hands with the job interviewer? (C)
A. Yes, when you leave
B. Yes, before and at the end of the interview
C. Only if the interviewer puts his/her hand out first
D. No

_____16. If an interviewer asks you about your hobbies, you should say: (D)
A. Something funny, like talking under water to porpoises.
B. You have an expensive hobby.
C. Your hobbies are your own business.
D. Several hobbies you enjoy.

_____17. How do you begin a job interview? (D)
A. Tell something about yourself
B. Talk about the weather
C. Praise something favorable that you have heard about the job
D. Wait for the interviewer to open the conversation

_____18. Some of the personal traits that most job interviewers look for are: (A)
A. Dependability, promptness and a neat appearance.
B. High intelligence, lively personality and good looks.
C. A serious purpose and a straight face.
D. A happy-go-lucky outlook on life and someone who enjoys a good laugh.

_____19. The first things you want to find out about a job are the: (A)
A. Duties and responsibilities.
B. Salary and hours.
C. Long-range opportunities it provides.
D. Employee fringe benefits.

_____20. When asked by the job interviewer, "What can you do?": (B)
A. Impress the interviewer with your talents.
B. State your skills, jobs held and other relevant experiences.
C. Discuss your hobbies and academic abilities.
D. Be modest and mention only two things.

## CAREERS

Number 11.1

Objective: Given case studies showing career development patterns over a lifetime, the learner will analyze differences in how careers of the persons have developed.

Domain: Cognitive Level: Application †

Jack's parents owned a small restaurant for several years before he was born. His parents have always enjoyed cooking.

Jack started working at the age of 16 as a caterer's helper during summer vacation. He worked with several other young people setting up and cooking a variety of foods for the caterer who specialized in class reunions and weddings in a nearby university town. During the next few summers, he found employment as a short order cook in a small restaurant and later as an assistant cook at a resort hotel in Florida. Jack completed a two year degree in hotel administration at a local university and is now assistant food manager of a large hotel. The company which owns the hotel continues to expand, and Jack expects his job opportunities to expand along with the company.

_____1. Jack's career developed as a result of a/an: (B)
- A. Hobby.
- B. Part-time job.
- C. Four year college training program.
- D. Family business.

_____2. Jack's career choice was most likely based on: (A)
- A. Personal preference.
- B. Family pressure.
- C. Peer influence.
- D. Economic factors.

_____3. Jack's career in the food service industry provides: (D)
- A. Low pay and few fringe benefits.
- B. Low job security.
- C. Little decision making opportunities.
- D. Advancement possibilities.

Mary's father died right before her graduation from high school. Instead of attending college to become a nurse, Mary got a job as a clerk in a store to cover expenses at home.

_____4. Mary's career was most likely determined by: (C)
- A. Training and experience.
- B. Family pressure.
- C. Economic factors.
- D. Personal preference.

_____5. Mary's job at the store can be best summarized as offering: (D)
- A. Little decision making opportunities.
- B. Low job security.
- C. Low job satisfaction.
- D. Few advancement possibilities.

T F 6. Jack and Mary's career decisions were influenced significantly by peer pressure. (F)

Beth is an excellent seamstress. She made all her clothes in high school. Upon graduation, Beth was hired by a fabric store to assist customers in selecting fabric and demonstrate techniques on the sewing machine. Beth recently was offered a position as assistant manager and was told she has unlimited job opportunities with this fabric store.

_____7. Beth's career choice resulted from a: (D)
- A. Part-time job.
- B. Peer pressure.
- C. Vocational training course.
- D. Hobby.

_____8. Beth's job at the store can be best summarized as offering: (B)
- A. Low job security.
- B. Advancement possibilities.
- C. Little decision making opportunities.
- D. Low job satisfaction.

Bob is an excellent athlete. He has always had a desire to coach high school football. Due to limited financial resources, he was afraid he would be unable to attend college. However, in his senior year of high school, Bob was offered a scholarship to attend college and play football.

T F 9. Bob's career choice was particularly influenced by his athletic ability. (T)

_____10. Due to the scholarship Bob will: (D)
- A. Play college football.
- B. Go to college.
- C. Need to change his goals.
- D. A and B.

T F 11. Beth and Bob will be involved in careers which originated from leisure time activities. (T)

Craig jumps from job to job. He says boredom is his reason for quitting jobs.

_____12. Craig could increase his job satisfaction and stability by choosing a career based on which of the following factors? (B)

A. Family and friends opinions
B. Personal interest and aptitude
C. Advancement opportunities
D. Economic factors

Sue was hired two years ago as a clerk-typist in a local business office. She has been asked to attend night school to upgrade her skills with the incentive of a pay raise and promotion. She has refused further training because she doesn't like school.

_____13. Sue's decision to refuse further training will: (B)

A. Result in her being fired.
B. Limit her advancement in the company.
C. Increase her salary.
D. Decrease her salary.

Upon graduation from high school, Ben applies and receives a job as a mechanic in a garage.

_____14. Ben's decision can be summarized by all of the following except it: (C)

A. Required training and preparation.
B. Required specific abilities and interest.
C. Resulted by chance.
D. Resulted by personal choice.

_____15. For most individuals, career decisions should be based on: (C)

A. Family pressure.
B. Peer influence.
C. Personal preference.
D. Economic circumstances.

## CAREERS

Number 11.3

Objective: The learner will identify attitudes, activities and commitments that enhance career achievement.

Domain: Cognitive Level: Knowledge

Multiple Choice

_____1. What should you do when your boss criticizes your work? (B)
- A. Get angry
- B. Listen to your boss
- C. Tell your boss he/she is wrong
- D. Ignore your boss

_____2. When your work is completed, you should: (D)
- A. Go home so you won't bother other employees.
- B. Continue to look busy.
- C. Sit at your desk until someone gives you work to do.
- D. Ask your boss if there is any other work to do.

_____3. If a co-worker needs help, you should: (A)
- A. Try to help if you can.
- B. Ignore him.
- C. Tell him you're too busy
- D. Tell him that his work is his responsibility.

_____4. What should you do when you make a mistake on the job? (A)
- A. Take the criticism
- B. Do not admit to the mistake
- C. Ignore the criticism
- D. Blame the mistake on someone else

_____5. What should you do if your boss is dissatisfied with your work? (D)
- A. Quit work
- B. Tell him he is wrong
- C. Apologize
- D. Find out why

_____6. When you have an appointment with an employee or customer, it is best to: (B)
- A. Show up at the exact time.
- B. Be a little early.
- C. Let them wait a few minutes.
- D. Let them come to you.

_____7. If there is on the job change, a good policy is to: (B)

A. Question all changes.
B. Keep in mind that changes often occur and you can always learn something new.
C. Accept new ideas but show your disapproval.
D. Form a group and protest the change in policy.

_____8. How can you tell that you are improving on the job? (A)

A. By looking at your progress.
B. By showing others how your work is better than theirs.
C. By noting all your accomplishments to others.
D. By telling your boss.

_____9. When talking on the phone, what are some of the attitudes your voice should portray? (D)

A. Busy, knowledgeable, and talkative
B. Polite, tired and cheerful
C. Concise, hurried and understanding
D. Polite, helpful and clear

_____10. A good policy is to work: (C)

A. As fast as possible to get everything completed.
B. From easy tasks to hard tasks.
C. From job to job, considering the importance.
D. At the hard tasks first so everyone will be impressed.

_____11. What is the best way to answer the company telephone? (D)

A. "Hi, can I help ya?"
B. "Hello"
C. Give the name of your boss
D. Follow the company procedure

_____12. What is the definition of job loyalty? (C)

A. Liking your boss
B. Liking your salary and boss
C. Working your best at the job
D. Enjoying the bonus in your paycheck

True-False

T F 13. Poise, feeling at ease with others, is important for on the job success. (T)

T F 14. A good policy to stick to when working with others is to treat others as you would have them treat you. (T)

T F 15. You can show up at work whenever you want to. (F)

Number 11.4

Objective: The learner will identify reasons for career re-direction and determine ways that re-direction can be accomplished.

Domain: Cognitive Level: Comprehension

True-False

T F 1. Career change can occur because of a family death. (T)

T F 2. Changing jobs frequently will result in increased knowledge, thereby increasing employability. (F)

T F 3. Post-high school, adult education courses and college classes can increase your employability. (T)

T F 4. Career direction can change due to an internal desire for growth. (T)

T F 5. Long range job goals assist employability as they serve to define your interests and usable methods of obtaining them. (T)

T F 6. Individuals can increase their education by entering into the military because this training can be used in civilian occupations. (T)

T F 7. Apprenticeship programs do NOT increase employability because a "real" diploma is not received. (F)

T F 8. Health is not a factor to consider in a career as any individual can work at any job regardless of his health. (F)

T F 9. Classes sponsored by employers are helpful because they familiarize the employee with helpful knowledge pertaining to the company. (T)

T F 10. Post high school, adult education courses and college classes increase your employability by increasing the list of schools on your resume. (F)

_____11. Why is it beneficial to obtain a promotion? (B)
A. To get a bigger and better office
B. For salary increases as well as personal satisfaction
C. To keep in step with the rest of your friends
D. To gain respect from other individuals

_____12. Which of the following makes career change possible ? (D)
A. More education
B. On-the-job training
C. Desire to succeed
D. All of the above

_____13. Efficiency on the job can assist in promotions as it portrays: (D)
A. Satisfaction with the job.
B. Interest in impressing others.
C. Satisfaction with yourself.
D. Interest in the company.

_____14. Increased education can assist in starting a career as it: (A)
A. Increases the skill and knowledge level.
B. Increases the number of years of schooling.
C. Increases only the skill level.
D. Increases knowledge and thinking power.

_____15. You should consider your abilities before changing your career because: (C)
A. Your abilities should be more than required for it.
B. You can climb the job ladder faster.
C. Your abilities may not reach the job requirements.
D. Your abilities are the only thing employers look at.

_____16. Why is it essential to perform well in your present job? (B)
A. To impress your employer
B. This job is your best source for future recommendations
C. Current employer may know your future employer
D. Everything depends on this one job

Resources

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